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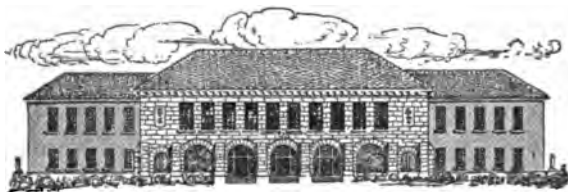
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AROUND THE WORLD WITH THE CHILDREN

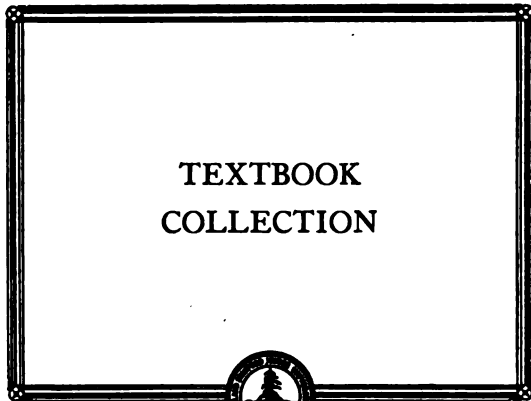
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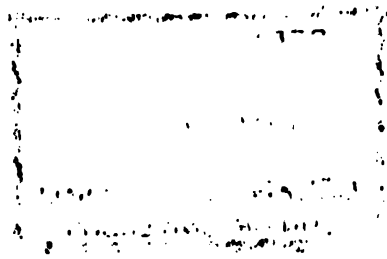
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Ikwa and Too-kee

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CARP. AROUND THE WORLD

E. F. 9

PREFACE

THIS book is an introduction to the study of Geography. Its aim is to give the child his first view of the world as his home; to instill into him a lively interest in people and things outside his own environment; and thereby to prepare his mind for geography as a serious study.

The plan of the work is educational throughout. The pupil studies first his own home, where he finds that his chief wants are food, shelter, and clothing. He then goes out to visit his little brothers and sisters in other parts of the world, to see their homes, and to learn how their wants are supplied.

The pupil acquires his knowledge by observation. He learns something of the size and shape of the earth as he travels over it. He learns about the poles and the Equator when he visits the children who live near them; and, as he passes through the

several zones, he learns about their climates and plants and animals.

In the same way he acquires information concerning some of the world's chief physical features. He learns of islands in Japan and the Philippines, and of plains in the flat lands of China and Holland. He is taught the nature of the desert as he rides over the Sahara, and of mountains and valleys as he ascends the Alps. He learns about oceans as he crosses the Pacific and the Atlantic, and about rivers by following the Rhine from its source to the ocean. By the use of the globe, he learns the location of the continents and oceans and of many other land and water forms.

He visits the children of each of the great races and finds that they are not mere curiosities, but live boys and girls whom he is glad to know as his world

brothers and sisters. He is shown that their wants are the same as his wants, and that many of the things they use are made in his own country and sent over the ocean to them. He learns also that he is dependent upon the people of other countries for many of the things that he uses, and that every part of the

world is more or less closely related to him.

Throughout the book the definitions of some of the more important geographic terms are here and there given, and in this and in other ways the child is prepared for his future study of geography.

Some suggestions for teachers are given on pages 131-133.

CONTENTS

CHAPTER I

	PAGE
1. THE GREAT BALL ON WHICH WE LIVE	1
2. FOOD, SHELTER, AND CLOTHING	2
3. THE UNITED STATES AS OUR HOME	2
4. HOMES IN COUNTRY, VILLAGE, AND CITY	3

CHAPTER II

1. WE GO TO THE COLD LANDS (ESKIMO-LAND IN NORTHERN CANADA)	6
2. IKWA AND TOO-KEE	7
3. CLOTHES OF THE ESKIMOS	9
4. AN ESKIMO DINNER	10
5. LONG NIGHTS AND LONG DAYS	11
6. WE GO A-HUNTING	13
7. TOYS AND GAMES IN THE COLD LANDS	16
8. OUR TRADE WITH THE ESKIMOS	18

CHAPTER III

THE POLES AND THE EQUATOR	20
-------------------------------------	----

CHAPTER IV

1. IN THE HOT LANDS (CENTRAL AFRICA)	22
2. THE FIVE GREAT RACES	24
3. THE HOME OF LIMWEECHE AND ISA	26
4. FOOD IN THE HOT LANDS	27
5. WE VISIT A MARKET	31
6. OUR TRADE WITH THE HOT LANDS	35
7. SOME STRANGE ANIMALS	36
8. TOYS AND GAMES IN THE HOT LANDS	38

CONTENTS

CHAPTER V

	PAGE
THE FIVE ZONES OF CLIMATE	41

CHAPTER VI

1. THE ISLANDS OF JAPAN	43
2. A JAPANESE CITY	44
3. JAPANESE CHILDREN	46
4. HOW JAPANESE CHILDREN DRESS	47
5. THE HOMES OF JAPAN	49
6. A JAPANESE DINNER	51
7. A SCHOOL IN JAPAN	53
8. GAMES AND TOYS IN JAPAN	55

CHAPTER VII

1. THE GREAT PLAIN OF CHINA	59
2. HOW THE CHINESE ARE DRESSED	60
3. A CHINESE HOME	62
4. THE FOOD OF THE CHINESE	66
5. NEW YEAR'S DAY IN CHINA	68
6. THE TOY STORES	69
7. CHINESE SCHOOLS AND SCHOOLBOOKS	72

CHAPTER VIII

1. IN THE PHILIPPINE ISLANDS	74
2. A PHILIPPINE SCHOOL	75
3. BENITO AND CARMEN	77
4. A PHILIPPINE VILLAGE	78
5. HOW DAY AND NIGHT COME	81

CHAPTER IX

THE FIVE GREAT OCEANS	83
---------------------------------	----

CONTENTS

ix

CHAPTER X

	PAGE
1. THE AMERICAN INDIANS	85
2. LITTLE WOLF, HUMMING BIRD, AND BALD EAGLE	86
3. AN INDIAN CAMP	90
4. INDIAN FARMERS	91

CHAPTER XI

1. DRY LANDS AND WET LANDS	93
2. THE DESERT OF SAHARA	94
3. AN OASIS	98
4. THE TRADE OF THE DESERT	100
5. THE OASIS CHILDREN AT SCHOOL	101

CHAPTER XII

1. IN THE HIGHLANDS OF EUROPE (SWITZERLAND)	104
2. HANSEL AND GRETEL	107
3. CLIMBING THE ALPS	109
4. LIFE IN THE MOUNTAINS	110

CHAPTER XIII

1. THE STORY OF A GREAT RIVER	112
2. A VOYAGE DOWN THE RHINE	113
3. HOW RIVERS BUILD UP THE LOWLANDS	115

CHAPTER XIV

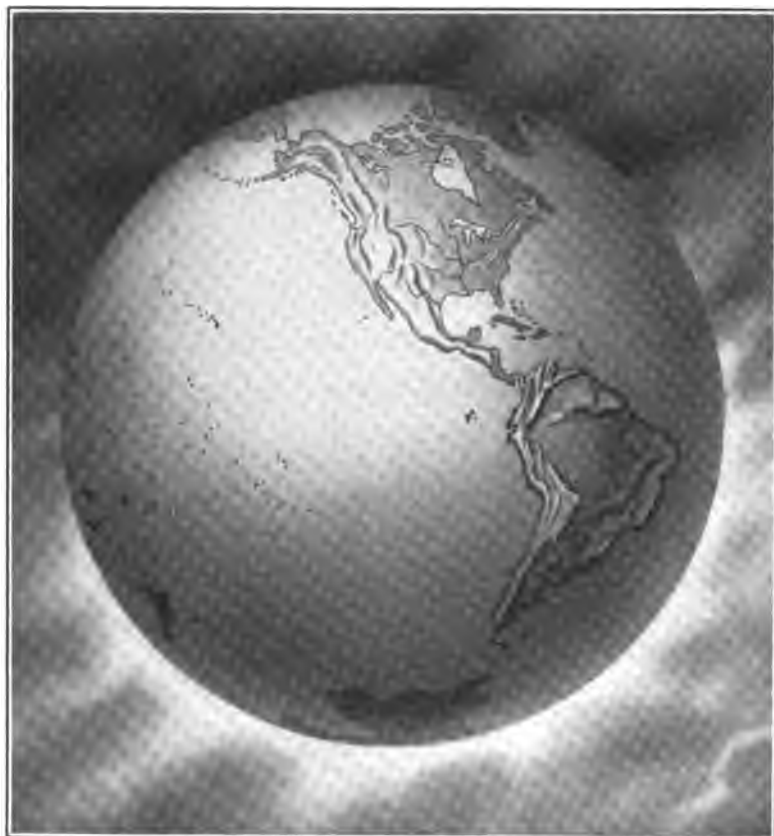
1. ON THE PLAIN OF HOLLAND	117
2. A TRIP ON A CANAL BOAT	118
3. JAN AND MINA	120
4. GAMES OF THE DUTCH CHILDREN	122
5. A GREAT SEAPORT	126
6. AN OCEAN STEAMER	127

CHAPTER XV

WHAT GEOGRAPHY IS	130
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APPENDIX

GENERAL SUGGESTIONS	131
SPECIAL SUGGESTIONS	132



“ The earth is round like a ball ”

AROUND THE WORLD WITH THE CHILDREN

CHAPTER I

1. The Great Ball on Which We Live

THE world is our home. It is also the home of many, many other children, some of whom live in far-away lands. They are our world brothers and sisters. Some of them live in countries that are hot all the year round. Others have homes where, for most of the year, the water is frozen and the land is covered with snow. There are still others who live in places where it is neither too hot nor too cold.

Suppose we make a journey to some of these countries in order to see the strange things that are there and to learn about the people. But before we start we must know something about the world as a whole, and something about homes.

The earth, as we sometimes call our world, is round like a ball. It does not seem round to us. It seems more nearly flat. Think of a tiny ant crawling about over a large balloon. It can see only a very small part of the surface, and the balloon certainly does not seem round to it. The earth on which we live is many million times larger than any balloon. And so, although we know that the earth is round, every place seems more or less flat to us.

The earth is so big that if we should try to go around it on foot we should be years on the way. The boys and girls who stayed at home would be far along in the High School before we could get back.

But can people walk all the way around the earth? They

might go on for a while; but, no matter which way they went, they would in time come to a great body of water called the ocean. The world is made up of water and land; and when people really go around the earth, they must travel much of the way upon the water, in ships.

2. Food, Shelter, and Clothing

What must any part of the world have in order to be a good home for man? What does every person need in order to live in comfort? Let us imagine that we are far out in the fields. The air is bitter cold and the wind is blowing. Snow is falling, and by and by it will turn to sleet and rain. We are almost naked. We have had nothing to eat and are suffering from hunger as well as cold. Suddenly the Queen of the Fairies floats down from the clouds and offers us three wishes.

What shall we choose?

"I shall wish for food, because I am hungry," says Peter.

"I shall choose clothes to keep out the cold," says John.

"And I shall ask for a house to shelter me from the wind, the

snow, and the rain," says little Nell with a shiver.

Now every one needs food, clothing, and shelter. The lives of most men on the earth are spent in getting these things. In our travels we shall wish to learn what our world brothers and world sisters eat, and where their food comes from. We shall wish to see the houses they dwell in and how they are built. We shall wish also to know what clothing they use to protect themselves from the heat and the cold.

3. The United States as Our Home

Let us now find where our country lies on the earth. We can learn this by looking at the globe.

The globe is a ball covered with a map of the earth. It shows where the great bodies of water and land are.

The great bodies of water are called oceans. There are five oceans: the Atlantic, the Pacific, the Indian, the Arctic, and the Antarctic.

The great bodies of land are called continents. There are seven of them: North America, South America, Europe, Asia,



“ The globe is a ball covered with a map of the earth ”

Africa, Australia, and the Antarctic continent. Our country is a part of the continent of North America. Its name is the United States of America. On both sides of it there are oceans, and over them ships can easily go to other parts of the world.

The United States is a big country. It contains almost everything needed for food, shelter, and clothing. In the United States there are thousands of farms, with cattle to supply us with meat, and grain fields to give us our bread. There are also great fields of cotton, and broad pastures for the sheep that furnish the wool for our clothes.

Great forests and mines in parts of our country furnish the wood and iron that are needed to make houses.

Our country produces so much that is good for food, shelter, and clothing, that it supports millions of people. In it are many cities and villages, and there are railroads from one place to another. There are thousands of homes, and these homes are of many different kinds.

4. Homes in Country, Village, and City

Suppose we should ask some of our boys and girls to describe their homes.

INTRODUCTION



A home in the country

One boy who comes from a farm says: "My home is a house made of wood. It is in the country, and is surrounded by green fields, where our horses, cattle, and sheep are feeding. There is a big barn near the house, with a great hay-mow where we children sometimes play; and there are piles of straw in the barnyard. There are fences around the farm; and in front of it is a wide road that leads to the town and to the school. Much of our food comes from the farm, but we also buy a great deal at the store."

The next one to tell us about a home is a girl from a village.

She says: "Our house has a green yard in front of it and a garden behind it. There is a fence between the house and the street. The house is made of wood. It



A home in a village

is painted white and has green window blinds. A friend of mine

lives in a brick house next door, and just across the street there is a house built of stone. The children who live on our street often play together outside the houses and yards; but each family has a house and yard of its own. We raise vegetables in our garden and buy some of our food from the farmers, but we get most of it at the store. All of our clothing comes from the store."

Now let us hear from a boy who lives in the city. He says: "My house has no fields about it. It has no yard in front or garden behind. I have to walk or ride a long way, through streets lined with houses, before I can see gardens or farms. My home is in an apartment house. I live high up in a brick building as tall as the tallest tree of the forest. Our home is so high above the street that we always ride up and down in an elevator. The elevator is moved from story to story by machinery. There are many other families who have their homes in the building.

Some live on our floor, others live above us, and still others live below us. They also ride up and down in the elevator.

"Our flat has eight rooms, all on one floor. There is a kitchen,



An apartment house in the city

a dining room, bedrooms, and a parlor. There is one little room where we children play. These rooms are our home. We get everything we eat and wear from the stores. We often ride on the street cars when we go shopping, and we play in the parks or public playgrounds."

CHAPTER II

1. We Go to the Cold Lands

LET us go this morning to visit some of our brothers and sisters of the cold lands. The people called Eskimos live in lands that are very cold. We will visit them. Their homes are far away in the northern part of the world. By looking at the globe we can see where they are.

How shall we go to Eskimo-land? It is so far away that no one can walk there. It is so far that it would take us days and weeks if we could use cars and steamships. But there are no railways in Eskimo-land, and, near the shore, the ocean is covered with ice for most of the year, so that ships cannot make their way through.

Let us, however, pretend we are there. We put on our winter clothes. Then we shut our eyes and try to believe that we have flown in an airship to the northern part of the world.

Now we open them.

Behold! we are in Eskimo-land. How cold it is! We have put on thick furs, but Jack Frost is biting our noses, and our breath comes forth like steam. The sun is shining, but it is so pale that we can look at it without blinking. Its rays are not warm at this time of the year. It is low down in the sky and can be seen only a few hours each day.

Is not this a strange land? Everywhere we turn we see snow and ice. The mountains are white, and the low bushes on them are loaded with snow. On the plains there is no ground to be seen. Where the snow has been blown off by the wind, we see only thick silver-gray moss. The earth below the moss is frozen many feet deep. The rivers are frozen, and the ice covers the ocean far out from the land. This is so everywhere in Eskimo-land during more than half of the year. In the short summer only, the snow melts and flowers and grass come.



An Eskimo house

2. Ikwa and Too-Kee

As we stand in the snow we see a white mound some distance away. It is twice as high as our heads, and it looks like half of a mighty snowball. Not far away are some furry creatures rolling about. They are playing with four big shaggy dogs. We hear them laugh and shout.

Those are Eskimo children, and the white mound is one of their winter houses. It is made of snow blocks which have been cut out and piled up in a ring. The ring grows smaller and smaller as the house rises, until at last a round block of snow forms the top. The cracks are then filled with loose snow and all is soon frozen hard.

Now we are closer to the children, and we can see their rosy yellow faces peeping out from their thick fur clothes. Their slanting black eyes are twinkling with fun. Their white teeth shine as they throw back the long black hair from their faces. They roar with laughter as they romp with the dogs in the snow. The Eskimos are a merry people and they laugh a great deal.

At length the children see us. They drive the dogs back and come towards us. The boy tells us his name is Ikwa, and that the child beside him is Too-kee, his sister. Both are dressed in thick furs. Both wear fur coats called parkas, with hoods sewed to the back. Too-kee has the same kind of long fur boots and trousers that her brother wears. They show us how they can draw their hoods together over



"It is made of snow blocks piled up in a ring"



Eskimo dogs harnessed to a sled

their faces when the weather is bitter cold. By pulling a string they can make them so tight that only a crack is left through which they can see.

The children ask us if we should like a ride over the snow. They call up their dogs, and hitch them to a long, low sled. The sled has runners made of pieces of wood and bone tied together with skin strings. The harness is made of strips of rawhide cut from the skins of wild animals. Ikwa has a long whip of sealskin.

The dogs gallop with us down to the ocean. Ikwa and Too-kee race along with them over the ice, and then bring us back to the house and ask us to enter. We look for the door. There is none such as our houses have, but Ikwa and Too-kee lead the way to a thin block of ice leaning against a snowdrift. They

pull down the block and show us a hole in the snow. The block is the door, and the hole is the entrance to a tunnel that leads into the house.

The Eskimo children then pull their hoods over their heads. They get down on their hands and knees and crawl into the tunnel. We get down on our hands and knees and crawl after them. We soon find out why they pulled up their hoods over their heads; for some snow from the roof of the tunnel falls down on our necks.

Now we are inside the house. What a queer home to live in! Ikwa calls it an igloo. It seems as if we were inside the half of a large eggshell. The walls and floor are of snow, and a long ledge across one side of the room is built up of snow. It is covered with many soft skins of

seals, polar bears, and reindeer or caribou. That snow ledge is the bed, on which all sleep at night. It is also the sitting place in the daytime.

The light comes in through a piece of thin white skin, which is frozen tight in its place over a hole in the ice wall. The skin has come from the inside of a whale.

An Eskimo family can build a snow house in an hour or two. After living in one place a few days they may move on and build another igloo where the hunting or fishing is better. But most of the time in the long winters they live in a hut of the same shape, partly underground. This hut is made of stones, earth, snow, and skins.

The air is warm in our Eskimo house, although there is no stove to be seen. In place of a stove there is a big bowl, made



An Eskimo lamp

of stone, in which seal oil is burning. This forms a lamp which is used for cooking and for

warming the house. The flame comes from a ring of dried moss that runs around the inside of the bowl. The moss is the wick of the lamp. The flame makes a great smoke and the soot falls upon us. Our hands and faces are soon smutty, and so are Ikwa's and Too-kee's.

3. Clothes of the Eskimos

After we have been a short while in the igloo, the father and mother crawl in. They are dressed in furs like the children. The father drags a big seal behind him. He has just caught it through a hole in the ice. Too-kee and Ikwa shout when they see it, for the seal means a good dinner.

The father drops the seal on the floor. He then takes off most of his clothes. Ikwa and Too-kee take off their clothes, too, for the Eskimos go almost naked when inside the house. We now see that each person wears two suits, one over the other. The outer suit is made with the fur outside. The other suit is finer. It is made of soft skin with the fur inward. Ikwa's inside trousers and stockings are



An Eskimo dog

and play horse. The Eskimos call it "playing dog." They have never seen any kind of horse.

After a while we crawl back into the igloo. We sit down on the skins, and Ikwa's father tells us that the days are growing shorter. Soon the sun will not rise at all and we shall have night all the time for several weeks. When daylight comes again, it will be at first for only a few minutes a day. Then the days will grow longer and longer and the nights will grow shorter and shorter. By and by, when summer comes, there will be darkness for only two or three hours in each twenty-four. A little later, there will be no night at all, for the sun will shine all

the time. During that season Ikwa and Too-kee can sleep in the light as soundly as we do in the darkness.

As the summer comes on in Eskimo-land, the sun's rays grow warmer and part of the time it is hot. Then the snow melts, except high up in the mountains. The ice breaks up on the rivers, and fields of ice blocks float crashing down to the ocean.

In midsummer, this cold northern part of the world is wonderfully beautiful. The bright warm sun causes plants to spring up. There is green moss on the lowlands. The banks of the rivers and the sides of the mountains are covered with wild flowers. There are wild roses, dandelions, wild peas, and blue violets. There are buttercups and forget-me-nots. The grass grows fast in the long sunlight. Later in the season there are wild blueberries, cranberries, strawberries, raspberries, salmonberries, and currants.

The Eskimos go out in boats to catch fish. They have one kind of boat which they call the kayak. It is made of wood and bone, covered with skins. In

the top of the boat is a hole in which an Eskimo sits and paddles. Ikwa shows us his kayak. When he sits in it, the



A kayak and paddle

cover is so tight around his waist that he can turn over and over with the boat. He does this so quickly that only a little water gets in.

There is plenty of game in the summer, and the children help their parents in shooting and trapping. There are wild birds that come to eat the berries; and there are deer and other animals that feed on the grass,

moss, and bushes. There are also mosquitoes and gnats, and the air seems full of living things, flying about.

In the summer, of course, there are no snow houses. The underground huts are damp when the ground thaws. Then the Eskimos live in tents made of sealskins. Such a house is called a topek. In summer the Eskimos often sleep out of doors.

The warm weather lasts for several months. Then the sun begins to drop lower and lower. The days grow shorter and shorter and soon the country once more has its long nights. Jack Frost comes again, and the Eskimos move back to their huts of earth and stones; but

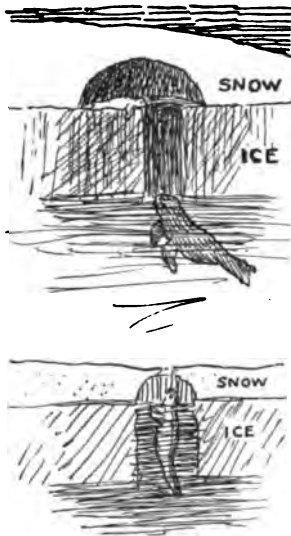


"The cover is tight around his waist"

when they go traveling they build igloos of snow like the one we are now in.

6. We Go A-hunting

It is morning again. We have slept soundly between the soft skins on the snow ledge. The sun is lighting up the snow house.



"The seals swim about in the water under the ice"

The rays come in through the little window of skin. Another short day has begun. Ikwa's father tells us he is going to hunt seal and that he will take us and Ikwa and Too-kee along. The dogs are harnessed to the sled, and we are soon gliding over the ice and snow.

The seals swim about in the water under the ice, but they must have air to breathe. So they break holes in the ice with their noses, and come to these holes now and then. Sometimes they crawl out through them and lie on the ice. They hide their little seals under the snow on the ice near the holes.

Ikwa's father knows where some of these breathing holes are. He points out one, and then makes us stay back and keep quiet while he stands near it with his spear in his hand. By and by the water in the hole moves and a white nose pokes its way through. The Eskimo throws his spear but misses the seal. He then goes on alone and stands by another hole, while we stay far away with the dogs. At last we hear him calling. We ride up with the dogs. The Eskimo has killed a fine fat seal covered with silver-gray fur. We load it on the sled.

On the way back home we overtake Ikwa's mother. She has hooked two large fishes through a hole in the ice. She has also a beautiful fox in one of her traps. As we feel the soft



Walrus

fur of the fox, we wonder whether its skin will not be sent to our country. Perhaps it may be made into a warm muff.

We put the fox and the fishes on our sled, and Ikwa's father cracks his long whip. The dogs start off with a howl. We follow behind and are soon back.

During our stay in this cold land of the far north, we go hunting or fishing almost every day. One morning we see several walrus on the ice not far from the shore. These animals look a little like seals, but each is as big as an ox. The walrus has a great head and a wide mouth with a long tusk hanging down on each side. His

tusks are as big around as a man's wrists, and about two feet in length. He uses them to break the ice. The tusks are of ivory and bring a good price. A walrus will make a meal for a whole village.

At another time, we see a white polar bear in the distance



A polar bear

and run to tell Ikwa's father. The Eskimos set out to hunt it, but it has too long a start, and they do not catch it. We see also musk oxen, and herds of caribou, which look much like reindeer.

The children tell us much about the habits of the wild animals. Ikwa has learned how to hunt, and Too-kee knows how the skins and furs should be cured so that they can be made into clothing. This is a part of their education. There are no schools in these far-away cold lands. The children do not know how to read or write, although they can carve figures on ivory and make pictures on pieces of skin.

7. Toys and Games in the Cold Lands

The Eskimo children are fond of sports. They are as strong as we are, and can run quite as fast. If one of our boys should wrestle with Ikwa, he would soon find himself flat on his back in the snow, with a furry face looking at him out of its black twinkling eyes.

Ikwa brings out his bow and arrows and the boys shoot at a mark. They throw spears and

play at seal hunting. They also play at deer shooting. This is great fun. Our friends have many deer horns from the ani-



"They coast down, shooting at the horns"

mals their parents have killed. They stick these deer horns in two rows in the snow on the side of a hill. Then they drag their sleds to the top and coast down between the rows, shooting at the horns with their bows and arrows, as they fly past. They try to hit as many horns as they can, and sometimes they turn around and shoot back.

In this game they play that the deer horns are really live animals, and the one who shoots the most deer wins the game. Ikwa can stand upright on his sled, and shoot as he coasts down the hill. He always hits two or three deer on the way.

These children have another game which they often play inside the igloo during the long winter nights. This is the pin and stick game. The stick is of bone. It has many holes in the sides. A string is



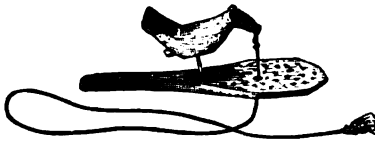
The pin and stick

catch it on the pin in one of the holes when it comes down. We try again and again, but we cannot get the pin in the holes. When Ikwa plays, he catches the stick almost every time.

Too-kee keeps her playthings in the pockets on her shoulders, or in those in her boots. She has a toy woodpecker on a quill, which she makes peck by pulling a string; and also a toy bear and two toy dogs harnessed by their tails to a sled. All of Too-kee's playthings are made of bone.

The Eskimo girls have much fun when they play house-keeping together.

Too-kee shows us how she can dress and undress her doll. And what a funny baby Too-kee's doll is! Its body is a piece of walrus tusk. Her father has carved out a head at one end of the tusk, and put in a black line for the mouth and two black dots for eyes. The doll has a pair of bone legs with boots of fox skin and trousers of fur. It has a little fur coat with a hood just like the one Too-kee wears. Its home is a



Some of Too-kee's playthings

tied to it, and there is an ivory pin at the other end of the string. The game is to swing the stick up by the string and



Too-kee's doll

pouch inside Too-kee's coat, and she carries it with her wherever she goes.

8. Our Trade with the Eskimos

We have gone with Ikwa and his family to their home in an



" A trading ship is fast in the ice "

Eskimo village on the shore of the ocean. There is great excitement here this morning. A trading ship is fast in the ice not far away. It is manned by Americans, who have come to these cold lands of the north to shoot whales and to trade. They have knives, fish-hooks, needles, axes, and guns. They have cloth of bright colors, glass beads, pocket mirrors, and other things which are the delight of our fur-clad brothers and sisters.

Our Eskimo friends bring out their beaver skins and fox skins, and skins of muskrat, mink, and other wild animals. They load them on the sleds, and drive the dogs down to the ship. This is the first time they have ever seen so large a ship or one that had so many goods; and they are anxious to trade.

Too-kee's mother wants to get thread and cloth and needles



A bone needle and thimble

of steel. She says that our needles are better than the bone

needles of Eskimo-land, and that our cloth is easy to sew. All of the skins used for clothing have to be chewed soft to allow the bone needles to go through. The chewing is done by the women. It takes so long that Too-kee has to work a whole week to make one suit for her doll.

Ikwa trades a white fox skin for a hatchet and a four-bladed knife; and Too-kee gets a looking-glass and a piece of red

ribbon for some bird skins she has cured. Ikwa's father gets many kinds of goods in exchange for his stock of furs.

The Eskimos are delighted with their new tools and supplies, and the sailors are glad to get so many fine skins. The ship will carry the skins to the United States, and perhaps the furs that we shall wear next winter will be made of these very skins.



“ Everywhere we see snow and ice ”

CHAPTER III

The Poles and the Equator

How cold it is here at the northern part of the earth! If we were to fly clear around this part of the world, we should find snow and ice everywhere. It is also very cold in the far southern part of the earth. The most northern and the most southern places in the world are two points called the poles. By looking at the globe, you can see where the poles are. The North Pole is the most northern place on the earth. The South Pole is the most southern place.

The hottest parts of the earth are midway between the two coldest parts. They are in a great hot belt that lies on both sides of the Equator. The Equator is a line around the earth just halfway between the two poles. You may see where it is by looking at the globe. There are many countries on or near the Equator, and they are all hot countries. There are some

very hot regions in the continent of Africa.

Let us now imagine that we are making a visit to one of these countries. We have said good-by to Ikwa and Too-kee and our other Eskimo friends. We have left the cold parts of the world near the North Pole and have come into the hot belt near the Equator. We are in the middle of Africa, far back from the coast.

How warm the sun is! It was so pale and weak in Eskimoland that we could look at it without blinking. Here its rays blind our eyes. It rises like a great ball of fire and grows hotter and hotter. It makes us warm even to think of the furs the Eskimos wear. We put on the thinnest of cotton clothing and have thick hats on our heads to protect them from the fierce sun. At noon it is so hot that we go into some shady place and stay there several hours.

In the coldest parts of the earth,

during much of the year, the sun can be seen but a few hours each day. In midsummer it can be seen all the time, and in mid-winter it does not rise at all. But in the hot belt, the sun rises and sets at about the same hours all the year through. At the Equator there are always twelve hours of light and twelve hours of darkness.

In Eskimo-land the sun is low in the sky all day long; but in the hot lands it seems to move straight up into the sky, and at noon it is directly overhead, or so nearly above our heads that we can scarcely see our shadows. You remember the long twilight in Eskimo-land. Here the twilight is very short. The sun

seems almost to jump out of the darkness when it rises, and when it sets, night quickly comes on.

Near the Equator, during a part of the year, it rains every day. The water pours down in torrents every afternoon; the lightning flashes and the thunder roars. It rains also a part of the night, but the mornings are clear. We can go about in the mornings, and also in the afternoons between the showers.

The hot lands have no summer and winter such as we have. Instead there is a wet season and a dry season. The weather is warm all the time except perhaps during the night. At night the earth cools, and the mornings may be pleasant.

CHAPTER IV

1. In the Hot Lands

THE part of the hot belt which we are visiting is near the Equator in one of the wildest parts of the continent of Africa. You can find the place on the globe. What a change from the cold lands near the North Pole! There is no snow or ice to be



"The grass is three times as high as our heads"

seen. The ground is covered with green. There are wild flowers everywhere. We see tall palm trees and tree ferns with their lace-like green leaves.



Giraffes

There are banana plants and trees loaded with oranges and the other fruits of the hot lands.

In the open country the grass is sometimes three times as high



A crocodile

as our heads. In the forests the trees are tall, and they are so bound together with vines that they shut out the sun.

We see monkeys of many kinds. Some are as big as a man. Others are so small that we could put them in our pockets. They jump from branch to branch and chatter at us as we go by.

There are herds of elephants in the woods, and in some places there are giraffes, antelopes, and other wild game. In the swamps and streams there are crocodiles and hippopotamuses; and now and then we may find huge rhinoceroses with horns on their noses.

There are gray parrots that whistle, and birds of bright colors that sing as sweetly as our birds



A parrot

at home. There are also eagles, vultures and hawks, and crows with white breasts. Now and then an ostrich runs along over the highlands, and herds of striped zebras may be seen on the plains.

As we travel through these warm countries we shall find that the ground and the air are full of life. There



Zebras

are insects in the woods. There are flies that glisten like gold, and others that go about in armies, eating all living things in their way. There is also a



“ The ant houses are shaped like mounds ”

and bugs that shine at night as if they had lamps in their heads. There are butterflies with bright-colored wings, and snakes large and small.

Ants of many kinds are to be found everywhere. There are black ants half an inch long, yellow ants as small as a pin head, and big white ants that build houses of clay. The ant houses are shaped like mounds, and some are so large that they would fill a schoolroom. There are ants that bite, leaving a

poison like the sting of a bee, and others that go about in armies, eating all living things in their way.

2. The Five Great Races

In this country that we are now visiting there are many towns of thatched huts, in which live dark-skinned men, women, and children. We meet some of the children, and two of them act as our guides and show us



Isa

about. Their names are Lim-wee'che and Isa (i'sah). Lim-weeche is a boy nine or ten years



A home in the hot lands

old, and Isa, his sister, is a year or so younger.

The children wear hardly any clothing. Limweeche has only a strip of bark cloth around him, and Isa has on a dress of bark cloth which falls from under her arms to her knees. Limweeche has a brass band around one ankle. Isa has bracelets of wire and a necklace of beads, and about her ankles are rings of ivory cut from the tusk of an elephant.

See how dark-colored they are! Limweeche's skin is almost as black as your shoes, and Isa's is very dark brown. Limweeche's

head is covered with tight black curls. Isa's curly hair is twisted and put up in many little rolls, which hang down on her forehead and over her cheeks. These people are called negroes. They have dark skin and black hair which curls almost like wool. They belong to the Black Race.

All of the people of the world are divided into five different races named according to the color of their skin. Our skin is white; we belong to the White Race. Ikwa and Too-kee have yellow skin; the Eskimos belong to the Yellow Race.

There are also people with brown skin who belong to the Brown Race. Some of them live in the Philippine Islands. We shall see the brown children there by and by.

We shall also visit some of the Indian children. Their skin is a reddish brown. They belong to the Red Race.

3. The Home of Limweeche and Isa

We tell Limweeche and Isa that we are traveling over the

world to see how people live. Limweeche asks us to visit his home. The house is a round hut with a roof like a haystack. It is so small that it would not half fill a schoolroom, and so low that its roof would not reach to the ceiling. Its walls are of poles stuck into the ground, with thin strips of cane woven in and out through them. The framework is plastered on the outside with mud, and the floor is made of clay, pounded hard.



A fire hole inside of a hut

The roof is of grass or leaves tied to poles and so put together that it forms a tall, round, pointed cap, resting on the walls. The roof comes out over the walls, shading the hut, and it is so thick that it keeps out the rain.

It is dark inside the hut. The only light comes through little holes in the wall under the roof. These holes are the windows. Both the walls and the ceiling are black from the smoke of the fire that burns in a hole in the center of the floor.

The fire hole takes the place of a stove, and upon it the cooking is done. The fuel is wood from the forest near by. The food is roasted on the coals, or boiled in



A wooden stool

a clay pot which rests on three big stones over the fire. Sometimes the food is cooked out of doors.

We look about for the furniture. There is none to speak of. That pile of mats over there is the bedding. All the family



"Each child has his own mat"

sleep on the floor. Each child has his own mat, and lies on it without any covering. The children sit on the floor. Those two little wooden stools about a foot high and as big around as a tea plate are for the father and mother. There is no other furniture except some clay pots, bowls, and pans and a basket or two. That basket at the side of the fire is for milk. It seems strange to keep milk in a basket, but it is so tightly woven that the milk cannot leak through.

4. Food in the Hot Lands

As we wait, the father and mother and the other children come in. The mother takes the pot off the fire, and prepares to serve dinner. She asks us to

stay and have a meal with them. The food is only a pot of corn meal mush and some soup; but to that we are made welcome.

Before eating, Limweeche and Isa go out into the garden and bring in some big leaves. They lay some on the floor as a tablecloth and give us each one for a plate. We seat ourselves on the floor around the green tablecloth. At the same time the mother puts a great bowl of soup on the leaves. The father takes his knife and divides the mush into as many parts as there are persons to eat. He puts some on each leaf.

We wait a moment, expecting spoons, knives, and forks. There are none, and we watch our friends to see how they eat. Limweeche's father shows us. He takes up a little of the mush and squeezes it tight into a ball, just big enough for one bite. He then dips this ball, very daintily, into the soup and puts it into his mouth. He does not drop a bit of the grease. Limweeche and Isa do likewise, and at last we try to eat in the same way. The food tastes

good. By the time the mush is all eaten the soup bowl is empty.

We ask the children what else they have to eat. Limweeche



"Limweeche smiles"

smiles. He says they have so many kinds of food, it would take a long time to tell about them all. They have bananas and oranges and other fine fruits. They raise peanuts, sweet potatoes, and corn. They have also cassava, a root much like the sweet potato, which they cook and grind into flour. They have beans, and they roast green

corn on the coals, and eat it from the cob, just as we do.

Fish and meat are almost the only food of the cold lands. In the hot lands the people sometimes have meat and fish, but for the most part they eat grain, vegetables, fruit, and nuts. Limweeche shows how he catches fish in the river. He also traps locusts and ants and some kinds of caterpillars, and roasts them over the coals. Isa says the roasted locusts taste like roasted nuts.

In this country, as we have seen, there are many kinds of game that run wild in the forests. Limweeche smacks his lips as he tells us we should taste an elephant's foot, steamed or baked in a fire hole. Isa says she likes the flesh of a young monkey better, and that rats and beetles, which are sometimes cooked in the ground when the great fires burn the grass in the fall, are delicious.

As we are talking, Limweeche takes a white lump out of his waistcloth and offers to let us suck it. One of the boys does so, and makes a wry face. It is salt. We hand the lump back

to Limweeche, and he and Isa take turns at it. The children of the hot lands are fond of salt. They like it as well as we like candy, or as well as Ikwa and Too-kee like fat. We remember that Ikwa and Too-kee would not eat salt. In this part of the hot lands, every one needs salt so much that it brings a high price in the market.

We now leave the house and go out for a walk. There is a garden or yard about the hut with a high fence made of cane woven together much like the walls of the house. In the garden we see many large plants, with wide green leaves that reach as high as the roof. We know what they are by the bunches of green bananas hanging upon them. Near by are orange trees loaded with fruit. The oranges are so near the ground that we can easily reach them. Isa tells us to take all we can eat.

But see! Limweeche is pointing to a tall palm which leans over the fence. He asks us if we would not like a drink of coconut milk. He starts to climb up the tree. He first takes a long piece



Climbing a tree

of grapevine and ties it so that it forms a hoop around the tree. He steps inside the hoop, lifting it up until it rests against the small of his back. He presses his bare feet on the trunk of the palm, and leans backward against the hoop. He then steps upward, hitching the hoop higher and higher.

At length he reaches the top of the tree, where the nuts grow. They are half hidden in the long

leaves, which spread out like so many fans. Limweeche gathers the nuts and throws them down. Each nut is as big as one's head ; it is as green as grass.

Isa picks up the nuts one at a time. With a knife she chops off the husk at the top, and makes a hole in the shell about as big around as a cent. The shell is full of a white juice, like water. This is the coconut milk. Isa lifts one of the nuts to her mouth and drinks. The milk of the green coconut is cool and sweet, and it tastes good under the thirsty sun of the hot lands.



A corn crib

As we are walking around the garden, we see a large basket, shaped like a barrel, high up on poles. Limweeche tells us it is

the family corn crib and that it is full of peanuts, dried beans, and corn. He says that his father has a cornfield near by, and that his mother and sisters hoe the corn, and gather it when it is ripe. The women and girls also grind the corn into meal.

We ask where the mill is, and Limweeche points to a big round block of wood near the crib. It

has a hole in the top, forming a deep bowl or cup.

Limweeche calls his older sister to come out and show us how they grind the corn. The girl shells several ears and puts the grain into the hole. She then pounds the corn with the end of a long wooden club until it is crushed into meal. After a while she pours out the meal upon a flat basketwork tray.

Isa shakes the tray and the coarse part of the meal comes to the top. This is taken off, and what is left is put back into the hole in the block of wood. It is pounded and cleaned again and again. It is ground still finer by rubbing it between stones, till finally it is fit to be made into porridge, or dumplings, or cakes.

5. We Visit a Market

We have left Limweeche's home, and are taking a stroll through the village. Most of the streets are only paths from one little hut to another. There are palms and other great trees everywhere. The trees shade the houses and keep off the sun. We meet many children, and our guides tell them who we



Grinding corn in a mortar

are. They all have dark skin, and most of them have the same kind of clothing as Limweeche and Isa. The small children wear hardly anything but strings of beads, and many babies have on nothing at all.



"Nearly every woman carries a baby"

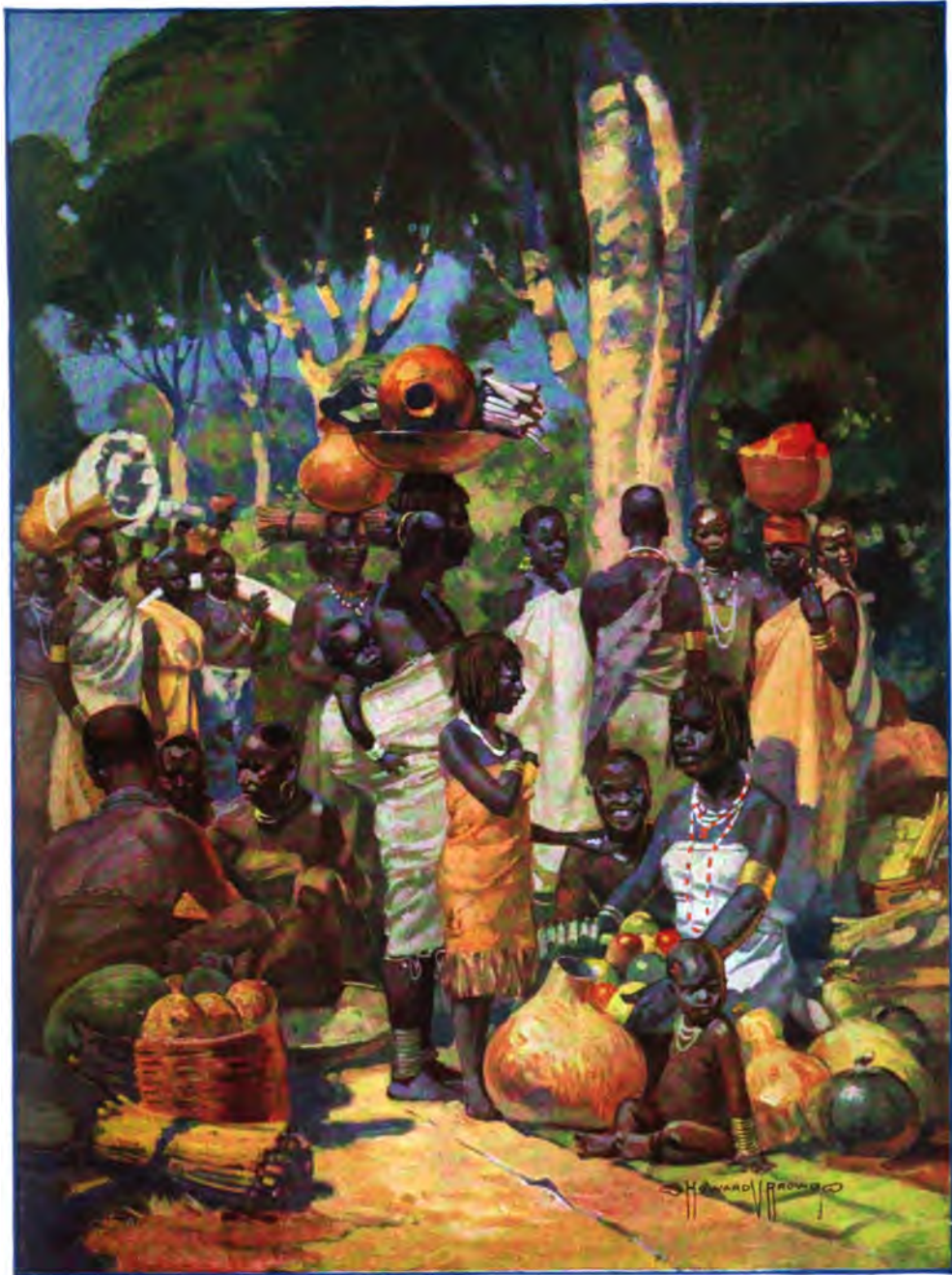
Some of the men have bark cloth, or a strip of white cotton, wrapped around their waists; other have on aprons made of cowskin. Many of the women wear short skirts of grass, hung to a string around the waist; some have little petticoats of goatskin with the hair on.

Nearly every woman carries a baby. It is tied to her bare back in a sling made of skin or cloth. Its little black head and legs bob up and down as she walks. The babies are given a fresh coat of oil every day: Their heads are kept shaved, and they shine with the oil. Some of the babies have wire collars and some have bright beads around their necks.

We look about in vain for the schoolhouse. There is none in the village. Limweeche and Isa have never seen books, and even their parents do not know how to read.

There are no stores. Limweeche tells us that the buying and selling is done at the market, which is held near their village one day every week. At that time the people from the country about come here to trade. On certain days Limweeche's people go to the markets which are held near other towns.

To-day is the market day for Limweeche's village. The market is held several miles from the town. It is in a grove of large trees with wide-spreading branches. The paths leading to



"The market is in a grove"

it are crowded. There are men, women, and children carrying heavy loads on their heads. They are taking their wares to the market to trade. They sing as they go, and now and then we can hear the cry of a baby jolting along on its mother's back.

As we come nearer the market there are more and more people. The noise grows louder until at last the din is so great that we can hardly hear ourselves speak. All around us are half-naked, dark-skinned people, who are laughing and shouting as they buy and sell. There are hundreds sitting flat on the ground with their wares on straw mats spread out before them. Some of the traders are men, some are women, and many are children. Each has his own place, and a straw mat serves as the counter.

We stop before a boy who is selling peanuts. The nuts have been hulled and are laid in piles on the mat. There are twelve nuts in each pile. We ask the price. The boy takes two little white shells from a bowl at his side and shows them to us.

These shells are the small money of this place. At some of the other markets in the hot lands of Africa the people use



"These shells are the small money"

strings of beads for money. In some places they use brass rods, and in some places they use coins of silver and copper. Here all the merchants have some shells on their mats, and they will change shells for coins. We can get twelve shells for one cent. We change our silver money into shells, and receive so many in return that each of us has to carry his share in a bag on his back. The peanuts we buy cost one sixth of a cent.

A little farther on, we find a man selling bows and arrows, and near him is one who has drums and spears. Other merchants have rude iron hoes, made by the negro blacksmiths. Still others are selling bark cloth, and we buy a piece to take home.

The bark cloth looks like a blanket. This is the way it is

made. The bark is stripped from the tree in wide sheets and soaked for a while in cold water. It is then pounded with a wooden mallet, so that the bark spreads and grows longer and wider. It becomes softer and softer until it is almost like cloth. It can then be dried and used as a blanket or made into clothes.

6. Our Trade with the Hot Lands

As we go on through the market we see that some of the merchants are selling goods that came from our country. Africa is far away from the United States; but its people buy many things that we make or raise,

and we buy many things of them. Near the men who have the bark cloth is a merchant, selling long strips of white cotton like the kind we use for bed sheets at home. That cotton cloth was made in the United States and sent from America across the Atlantic Ocean to Africa. A yard of it costs several double handfuls of shells.

Now look at those huge ivory tusks on the ground over there. They came from an elephant. The man who killed the great beast has brought the tusks to this market and sold them to a white trader. They will be carried to the seacoast and



" The ivory tusks will be carried to the seacoast "

shipped to our country by way of Europe. Near the tusks are some beautiful feathers from wild ostriches, and not far away is a pile of black lumps of India rubber. The feathers and rubber will go to America.

India rubber is made from the juice or sap of certain vines and trees that grow only in hot lands. The rubber tire of John's bicycle may have been made of sap gathered by Limweche only last year, and the rubber in the band around Nellie's hair may have come from a tree that Isa knows well. The beads around Isa's neck were made in our country, and so was that anklet of brass which Limweche prizes so highly.

Going on through the market, we see other things that have come from Europe or from the United States. Here they are selling our kerosene oil for lighting. There they have knives, and further on a woman offers us pins, needles, and thread, all of which were made in the United States.

The pins and needles are too precious to be sold in papers, as we sell them. Two pins will

bring a handful of shells, and only two or three needles are sold at one time. The thread is not sold by the spool, for only a rich girl could buy a whole spool of thread. It is cut into short pieces and sold at so many shells for each piece.

7. Some Strange Animals

We spend several weeks in the hot lands. There is plenty



A hippopotamus

to see and a great deal to learn. We go out in the morning and evening when it is cool. In the middle of the day we stay in the hut or keep in the shade of the trees. Limweche lends us his bow and arrows, and we try our skill shooting at a target. He shows us his traps for birds and other small game and his



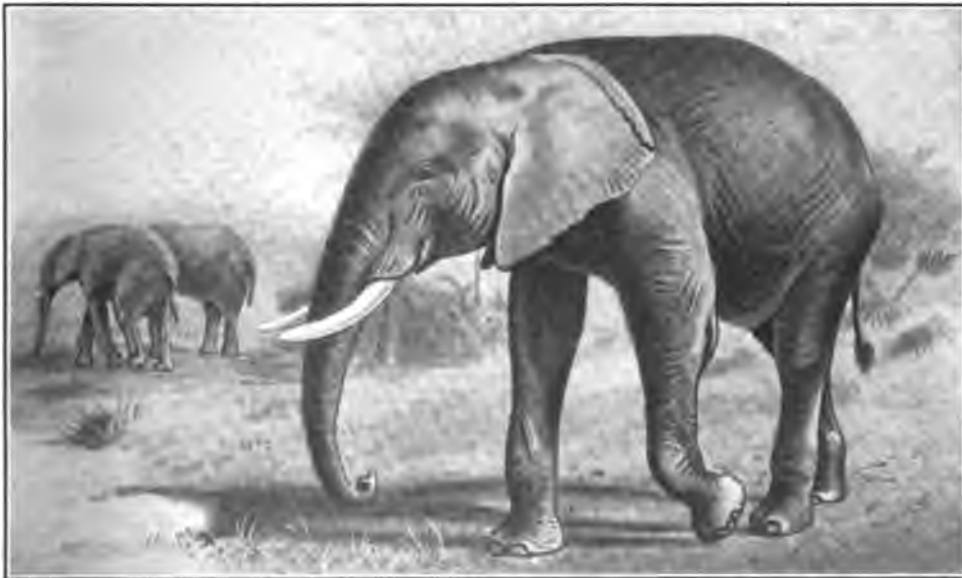
A rhinoceros

nooses for catching rabbits and rats. We fish in the river and go in swimming.

As we travel through the forest, we see now and then an elephant or a hippopotamus, and learn much about them and other wild

beasts. Limweeche says it is hard to get near a rhinoceros. The rhinoceros cannot see far, but he has such a keen sense of smell that he can scent an enemy a long distance away. He is also warned of the approach of a man by the little white birds that sit on his back and eat the flies and other insects upon him. These birds fly off with a shrill cry whenever a man comes in sight, and this shows the big animal that danger is near.

We also learn how rhinoceroses are trapped in pits. The men dig holes in the earth and cover



Elephants

them with sticks and grass. A rhinoceros, walking or running along, falls into a hole. He cannot get out, and so the people are able to kill him.

We are warned to be careful as we go through the woods. There are traps hidden here and there, and we must not step into one. Some of the traps are made for elephants.

8. Toys and Games in the Hot Lands

The children in these hot lands have many games. They play tag. They fly back and forth through the air on swings of bark rope. They have one game that is much like our "hide and seek." It is called "owl and wolf." The owl is the boy who hides. He has to call out now and then "Hoo! hoo! hoo!" The boy who catches him is the wolf. The wolf pretends to eat the owl, and the owl cries: "The wolf has caught me! The wolf has caught me!" In this game there is one place called home. If the owl can get there first, he is safe and cannot be caught.

The children of Limweeche's village do not play football or

baseball, although they have balls of rubber with which they play other games. They roll pumpkins down hill, kicking them with their bare feet to make them go this way and that. They have battles in which they choose sides and throw corn cobs



"They play horse"

at each other. They play horse, and run races from one ant hill to another.

Limweeche shows us his tops. They are made of corn cobs and pieces of gourd shell, with sticks for the stems. In one game two boys fight a battle with their tops and corn cobs. They play that the corn cobs are soldiers. The cobs are placed

on end in two long rows, and the two fighting tops are set



Isa's doll

spinning between them. The boy whose top knocks down the most of the other boy's soldiers, wins the game.

Isa takes her best doll out of the leather sling in which it is hung on her back, and shows it to us. The doll is a corn cob with some short grass pasted on top for hair. It has two white beads for eyes, and its dress is a little bark skirt tied on with a string at the waist.

Isa shows us how the children make playhouses and doll furniture out of the clay of the ant hills. These hills are built up bit by bit by the white ants.

The ants chew the clay, and this makes it sticky so that it can be molded like wax or putty. If dry clay from the hills is wet with water, it also can be molded into any shape. The girls mold the clay into doll babies, and sometimes into little clay women with babies on their backs. They make clay pots and spoons, and also clay doll huts which they roof over with grass.

The boys mold clay oxen and sheep and men. They will not play with the dolls, but will sometimes help the girls build their doll houses. The children also play market, and the things



Boys making clay figures

they buy and sell then are made of clay.

Some of these black children have pets. Limweeche shows us his pigeons. He has five pairs which he keeps in the queerest



A pigeon house

of houses. Each house is a hollow log as big around as a saucer and about five feet long. The log is stopped up at the ends and it has a hole in one side just big enough for the pigeons.

They go in at this hole and make their nest in the log. The logs are hung to a tree by means of grapevines. One log rests on top of another, so that the five logs form five houses with the door holes in the middle.

Limweche calls to the pigeons, and scatters a few grains of corn. The birds fly down around us. One of them lights on Isa's shoulder and eats out of her hand.

Isa has a pet lamb. It follows her wherever she goes, and comes when she calls it by name. In this village there are cows, sheep, and goats. The boys do the milking, and they drive the sheep and goats into their pens every night.

CHAPTER V

The Five Zones of Climate

BEFORE we go farther in our travels, let us review some of the things we have learned about our world home. We now know that the weather or climate upon the earth is different in different places. We have found that in the countries near the poles the climate is cold, and that in the lands near the Equator the climate is hot.

We have learned also that the people of the cold lands have food, houses, and clothing different from those of the people of the hot lands. We can easily see why. Suppose Isa and Too-kee could change clothes for a day. Isa would roast in Too-kee's fur parka, and skin trousers and boots. How Too-kee's bare legs and arms would freeze stiff if she were dressed in Isa's short bark petticoat!

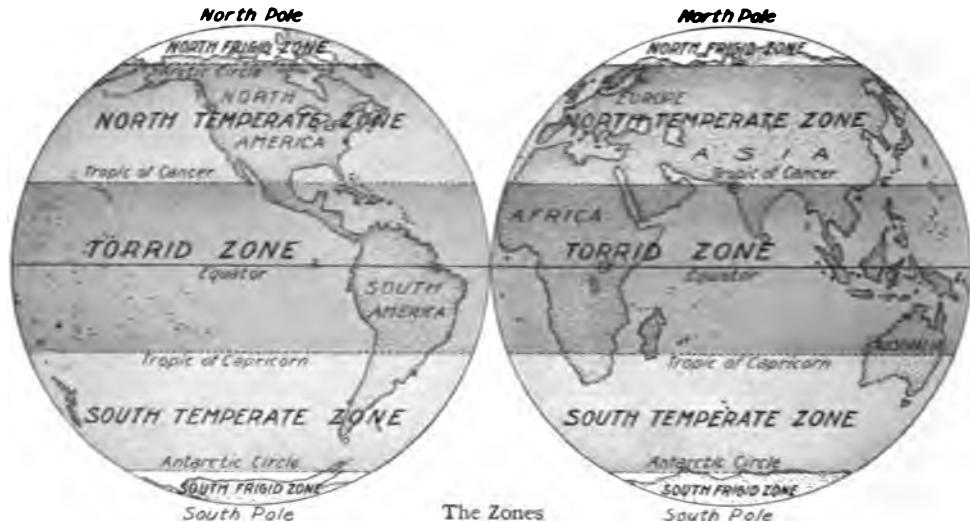
The snow house of the Eskimos would melt in a day, if it were brought near the Equator. A

big dinner of fish and fat seal meat, which the Eskimos like so well, would make the children of the hot lands sick. The people of the cold climates must have their own ways of living, and those of the hot climates must have theirs.

Let us now learn the names of the cold parts and of the hot parts of the earth. The cold region lying around the North Pole is called the North Frigid Zone. A zone is a wide ring or belt of the earth's surface. Ikwa and Too-kee live in the North Frigid Zone. The cold region lying around the South Pole is called the South Frigid Zone. Nobody lives there. In the Frigid Zones it is cold nearly all the year.

The hot places of the earth are in the Torrid Zone. The word torrid means hot. The Torrid Zone is the wide belt around the middle of the earth. Limweeche and Isa live in the Torrid Zone.

CLIMATE



There are also two wide belts of land and water around the earth between the hot belt and the cold belts. In most of the lands in these belts or zones, it is cold in the winter and warm in the summer, and mild and pleasant in the spring and fall. It is usually neither too warm nor too cold. Such a climate is called temperate. And so we call these two belts the Temperate Zones. The Temperate Zones are the best places in which to live. We live in the Temperate Zone north of the Equator. So our zone is called the North Temperate Zone.

There are millions of other

children who live in the same zone as we do. Thus the yellow children of Japan and China have a climate that is much the same as ours, although their homes are on the other side of the earth. You may learn by the globe where their homes are.

First, look for the United States. Then turn the globe around, and on the other side of it, across the wide Pacific Ocean, you may see the continent of Asia, with Japan and China about halfway between the Equator and the North Pole. Our next travels will be to visit the children of those countries and learn how they live.

CHAPTER VI

1. The Islands of Japan

LEAVING the home of Limweeche and Isa, we go back to the coast and sail on a ship many miles east and north. At last we come to some beautiful islands not far from the east coast of Asia.

Do you know what an island is? An island is a body of land with water all around it. There



Islands

are islands in rivers and in lakes, and there are many islands in the great oceans. The islands of Japan are in the Pacific Ocean near the continent of Asia.

They contain many mountains and valleys. There are streams everywhere, and the waves of the sea dash up on the shore. The air is bracing and neither too warm nor too cold, for these islands are in the North Temperate Zone.

Japan has four seasons, summer, autumn, winter, and spring. It is sometimes very warm in summer, but not so hot as at the Equator, where the heat lasts all the year through. Most of Japan is cold in the winter, but it has nothing like the long, dark cold of Eskimo-land. Its autumn and spring are mild, just as in our own country.

We visit Japan in the spring. The farmers are at work in the fields. Some of them are setting out green stalks of rice. Others are sowing grain or making their vegetable gardens. They will cultivate the crops during the summer and will harvest them in the fall.

Spring in Japan is wonder-

fully beautiful. In the mountains there are forests of trees that are just coming into leaf, and the fields are green with the fresh sprouting crops. There



" The cherry trees are in blossom "

are flowers everywhere. The cherry trees are in blossom and we can see men, women, and children walking about under them. The Japanese have a great festival when the cherry trees bloom.

The Japanese love flowers so much that they name certain parts of the year from the times of the flowers. They have a plum blossom season and a cherry blossom season in the spring. The chrysanthemum season is in the fall; and the maple leaf season comes when the leaves are brilliant with color and ready to drop to the ground.

2. A Japanese City

This morning let us take a walk in a Japanese city. The streets are narrow. They are lined with houses of one and two stories. Most of the houses are made of wood and roofed with black tiles. There are no windows like ours, but the walls are so made that they can be pushed aside during the daytime. We can look through the houses and see what the people are doing.

We enter a street walled with stores. Here is one where we can buy queer-looking candies; next to it is one filled with toys; and farther on is a shop where Japanese shoes are for sale. The shoes are sandals, made of wood and straw. They are tied to the sole of the foot.



In a Japanese city

Many of the streets are lined with workshops. In some of the shops people are sitting on the floor, making fans or umbrellas. In others they are pasting together lanterns of bright-colored paper, and farther on they are carving beautiful things of wood and ivory. Many of these things will go on ships to other countries for sale.

In other places they are weaving cotton and silk, or painting

the beautiful china that is sent to our country. Japan is a busy country, and its fine goods are used in all parts of the world. We buy silk goods from Japan, and the Japanese buy our cotton for use in their factories. Thousands of Japanese children wear cotton that was grown in our country, and some of us even now are wearing ribbons or neckties made of silk that came from Japan. Most of our grocery

stores have Japan tea for sale, and a great deal of United States flour is sold in their stores.

3. Japanese Children

See how the children have gathered around us! They are bending almost to the ground and bowing in Japanese fashion, as they say, "Ohayo" (o-hi'o), which means, "Good morning." All are polite and good-natured except one bad boy at the back of the crowd, who cries out: "See the furry-headed foreigners; they have white skin and eyes like a cat's."

We look more closely at the Japanese children, and we do not wonder that we seem strange to them. They have light yellow skin, and their eyes are a trifle aslant and do not open as wide as ours do. The Japanese think that their slant eyes and yellow skin are just right, and that our straight eyes and white skin are ugly.

The Japanese belong to the Yellow Race. About one third of all the people in the world belong to the Yellow Race. Most of the people of that race live on the continent of Asia.



One bad boy cries out, "See the furry-headed foreigners!"

The Chinese are of the Yellow Race. We shall see them by and by.

The Japanese boys wear their hair short. It is black and it stands up like the bristles of a shoe brush. The girls have long hair, and the older ones wear it combed up in rolls on the top of the head. After a girl is about nine years of age she often has a hairdresser to put up her hair. She is careful to keep from mussing her hair at night, but that is easy because the Japanese pillow is not like ours. It is a block of wood about as big as a brick, with a roll of soft paper on top. It is placed under the neck.



A Japanese pillow

4. How Japanese Children Dress

We are interested in the clothes of the Japanese children. They are different from ours, but they look very pretty. See Haruko-San (hah-roo'ko-san) over there,

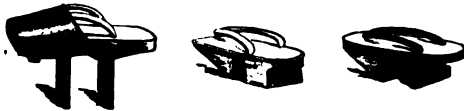


Haruko-San

playing ball. She has a beautiful kimono with blue and black stripes. It is like a long dressing-gown folded over in front, and it falls from her neck to her feet. It is tied at the waist with a wide silk sash called an obi (o'be). It has very full sleeves which hang down like bags. They are partly sewed up at the wrist. Haruko-San uses her sleeves as pockets.

Haruko-San is barefooted now, but if you will look at that tree over there you will see her shoes

and foot mittens lying near it. Most of the children about us have their shoes on. The everyday shoe is a wooden block, held



Japanese shoes

to the foot by two cords. These cords come up through a hole in the wood, run between the first two toes and over the instep, and are fastened to the block at the sides. The foot mittens take the place of stockings. They end just above the ankle, and each has a pocket for the big toe.

Haruko-San wears fine shoes with her best clothes, and she has rough shoes for rainy days. The rain shoes have soles of wood set upon thin blocks about three inches high. When Haruko-San wears them she appears to be walking on stilts. She seems to be three inches taller when she goes out in the rain.

All Japanese children dress much alike. Look at Taro (tah'ro), who is coming towards us. His kimono is not so full as a girl's. Its sleeves are smaller, and it has only a nar-

row sash or cord at the waist. He has a cap on his head, wooden shoes on his feet, and a stick in his hand. He will act as our guide during our stay in Japan. Behind him are other boys, bare-headed, but dressed the same way.

See those children with babies tied to their backs. Is that not a queer way to carry the little



"He has a cap on his head"

ones? At four or five years of age almost every Japanese girl helps her mother by acting as a nurse. Her little baby brother



Japanese girl nurses

or sister is tied to her back, and she carries it about wherever she goes. The baby often sleeps while the child nurse is playing.

5. The Homes of Japan

Taro's home stands in a beautiful garden, by a stream of clear water. The house has many rooms. The roof is of black tiles. The outer walls are of wood, turned gray by the weather. They are made in sections which move in grooves so that they can be shoved back into a little cupboard at

each corner. When this is done, the fine inner walls of lattice-work, filled in with many paper panes, can be seen. These walls also can be moved. They can be slid back and forth, throwing many rooms into one.

We look at the floor. It is entirely covered with soft white mats, so clean and fine that no one would think of stepping upon them with dirty shoes. So we do as every one does in Japan. We take off our shoes, leave them outside the house, and walk on the mats in our stocking feet.



Inside Taro's home

Taro takes us through room after room. At last he bows low and asks us to sit down. There are no chairs or sofas, but he points to the floor and brings us some cushions. The Japanese sit on the floor.

of it. The comforters are the beds, and the wooden blocks are the pillows.

Taro brings out some of the bedding; he spreads it on the floor and asks us to try it. We lie down on it and find it quite



A Japanese bed

There are no beds in the rooms that we have seen, and we ask Taro where he sleeps. He goes to the wall and slides back a door; showing a little cupboard in which are several soft comforters, and also little blocks of wood the size of a brick. Each block has a roll of paper on top

soft, but the pillows are not comfortable, so we decide to roll up our overcoats and use them instead.

We are pleased with this Japanese house. Everything is so pretty and the white mats are so clean. We slide the paper walls back and forth as we walk from

one room to another. We ask Taro how the house is lighted, and he shows us some beautiful paper lanterns. We ask him how the house is heated in winter, and he points to a firebox on the



A firebox

floor. The fuel used is charcoal, which has been made by partly burning wood. He takes us into the kitchen, where the stoves are stone boxes, with charcoal burning in them. He also shows us the bathroom, where another charcoal fire heats the water in a large wooden tub. Here each member of the family takes a hot bath every morning. The Japanese are a very clean people.

6. A Japanese Dinner

During our visit at Taro's home, dinner is served. It is brought to us as we sit on the floor, and each of our party has his own table. This table

is about a foot high, and it looks much like a tray. The food is served in tiny dishes by a little maid-servant, who kneels down and bows low when she hands it to us.

The meal begins with a soup made of fish and seaweed, and then we have several kinds of fish, raw and cooked. We have vegetables cut into blocks and made into a stew. We have roasted eels and pickled egg-plant, and after that colored cakes and queer candies, and green plums rolled in sugar that make our mouths water.

There is plenty of rice, for rice takes the place of bread in Japan. It is so cooked that each grain is whole and as white as the snow of Eskimo-land. It is served in a big round wooden bucket. We are urged to eat more and more as the dinner draws to a close. The Japanese say that no one who has plenty of rice needs to go away hungry.

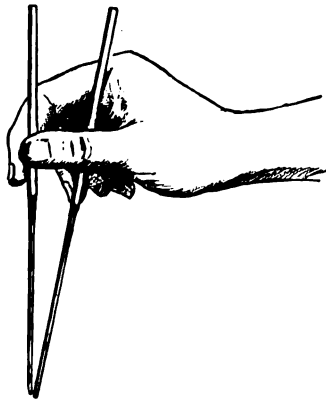
The tea is served without milk or sugar in tiny cups about as big as those used for doll tea parties at home.

Taro tells us that this is a



Our Japanese friends at dinner

feast in our honor. His everyday meal is very simple. He usually has some soup and fish, or some eggs and vegetables,



Chopsticks

with plenty of rice. He also has pickles to eat with the rice.

We drink our soup from little bowls, sucking it in with a loud noise to show that we like it. This is the Japanese way, although it would not be good manners for us to do so at home.

We have great trouble in eating the fish, rice, and vegetables. There are no knives or forks, and we use chopsticks instead. Chopsticks are sticks of wood or bone, a little longer than a lead pencil. Each person has two of them, and holds them in one

hand. With them he picks up his food and puts it into his mouth. When we try to use the chopsticks, we are very awkward at first, but when Taro shows us how to use them, we get along very well.

The Japanese people have plenty to eat. Their land has a rich soil, and they raise much rice and other grain. They have all kinds of vegetables, and many fine fruits. Their country is made up of many islands; and, as the water is everywhere near, they always have plenty of fish to eat. They raise but few cattle or sheep, and eat but little meat.

Much of the tea we use at home comes from Japan. It is made of the leaves of bushes about as high as our shoulders, which are grown in tea gardens. The leaves are picked off and dried in hot ovens. They are rolled about with the hand while they are drying, and this turns them into the tiny rolls of tea sold in our stores. Taro's father has a tea bush in his garden. He gives us some of the leaves to press in our notebooks and take home.

7. A School in Japan

In the Japanese cities we see many boys and girls going to school. They are carrying their books in their arms. Some of them have their ink bottles tied



Picking tea

by the neck to a string. They swing the bottles to and fro as they walk along.

All the schoolboys of Japan wear divided skirts of a gray color. The skirts extend from the waist almost to the ankles. The schoolgirls have plaited



" Schoolgirls busy with health exercises "



" We see the children at work with counting boxes "

skirts of the same style as those of the boys, only longer and fuller. The girls' skirts are red or dark blue. Here are some school-girls busy with health exercises.

The Japanese have good schools, and every child must attend them. If one is absent, a policeman is sent to his home to ask why he stays away.

The Japanese have many books, and also maps and globes for their geography work. The books seem strange to us. The letters are different from ours, and the lines run up and down the page instead of across it from left to right as ours do. In arithmetic they use blackboards and paper for their figuring, but they also use counting boxes. When we visit a school-room we see the children at work with them. The counting box has many wooden buttons strung upon wires. A child moves the buttons up and down on the wires and with them can multiply, add, and subtract very quickly.

8. Games and Toys in Japan

There are many cities and towns in Japan, and we can go

on railroads to all parts of the country.

We also ride about in jinrik'ishas, which are little carriages pulled by men. Each of



A jinrikisha

us has his own jinrikisha, and our man horses pull us up hill and down, laughing and talking as they show us the strange sights along the road.

There are some carts pushed by men, and others hauled by

horses and oxen, shod with straw shoes. There are boy jugglers



“ He blows out candy animals ”

who walk on their hands, twist themselves into curious shapes, and do all sorts of tricks. There are also men who go about carrying little cook stoves, which they rent to the children for half an hour or more at a time. The men have dough, which the children like to buy and make into cakes. They cook the cakes on the stove. For each cooking they have to pay two sen, which is equal to about one cent of our money.

Now and then we meet a man peddling candy. He has a bowl

of soft taffy into which he dips a pipestem and blows out candy men and animals, just as we blow soapbubbles. He will blow you a doll baby and paste on the legs and arms while you wait. He will blow a chicken or duck, or a camel or cow. The air soon cools the taffy, and you can play with this candy toy as long as you please and then eat it.

We stop at the toy stores, and find many playthings strange to our eyes. The doll houses, doll furniture, and toy dishes look queer to us because they are like the things used by the Japanese people. For the girls there are many doll babies, beau-



Playing with a “ puppy-cat ”

tifully dressed ; and for the small boys a little animal made of cardboard that seems to be half dog and half cat. Taro calls it the "puppy-cat."

As we are looking at the toys, Haruko-San tells us about the doll festival that takes place on March third, all over Japan. This is the girls' day, when everything is done to make the girls happy. Every girl then has a new doll, and all the old dolls of the family are brought out to be played with.

Each family has special dolls, and these are put away when the doll festival is over and carefully kept until the next year. Haruko-San tells us she likes March third the best of all the days of the year, and she is much surprised when we tell her that we have no such girls' day at home.

"Yes," says Taro, "but we Japanese boys have a better time on our day. You may know the day by seeing the boys carry paper fishes on poles, and also by the big paper fishes that hang from poles in front of each house. The fish is the

carp, because it is noted for its spirit and strength.

"The boys' day comes on May fifth. It is known as the Feast of the Flags. We boys then show what we hope to do for



"Our parents give us flags"

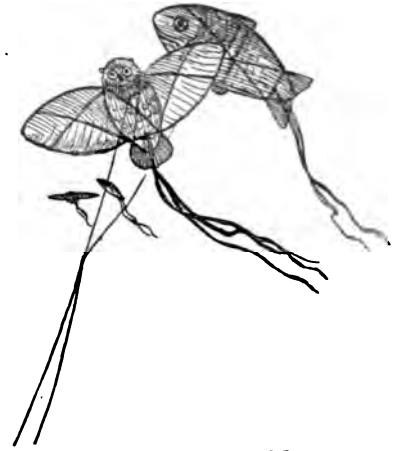
our country. We choose sides and fight sham battles with wooden swords. We have presents on that day. Our parents give us flags and toys, and nearly every boy gets a new kite."

There are many kites in the toy stores. They are made of paper, pasted to a framework of bamboo splints. They are of all shapes, colors, and sizes. Some kites look like great fishes. Some look like hawks and eagles, with wings that flap in the air and make a shrill sound. Some will turn somersaults when you jerk at the string. There are also kites that whistle and kites that fight.

The fighting kite may be as tall as a man. It is made of tough wood and strong paper. The string next to the kite is covered with glass, pounded fine



" The boys try to bring the kites together "



and mixed with glue. The bits of sharp glass dry on the string and it cuts like a saw. There are two or more kites in each fight. The boys try to bring the kites together and to make the strings cross. They jerk them this way and that, and one string soon cuts the other in two. The boy whose kite stays up the longest is the winner. In some fights he has the right to the kite that falls to the ground.

The Japanese children have many other games. The boys are always playing soldier and marching about. They are drilled in school with real guns. The schoolgirls have health exercises. The children have mechanical toys and quite as many playthings as we have in America.

CHAPTER VII

1. The Great Plain of China

WE have now said good-by to Japan and have gone westward to China. We are still in

from the ocean and upon a great plain.

The land here is flat and level. Land that is level, or nearly so, is called a plain.



A plain, with mountains in the distance

the North Temperate Zone, for China is about the same distance north of the Equator as our own country and Japan. We are on the mainland of the continent of Asia, far away

A place where the land rises a little above the other land about it is called a hill. A very high hill is a mountain. The low land between two hills or mountains is called a valley.

In the great plain of China, where we are now, the country is flat. It is divided into many small fields. There are no fences of wood or wire, but each field has a low mud wall around it. On some of the walls grass and wild flowers are growing. The people often walk on the walls to keep from spoiling the crops.

Here is a rice field. Over there is a field of green beans, and beyond is a great thicket of little mulberry trees. The mulberry leaves are the food of silkworms. The silkworms spin cocoons of silk; and China thus produces a large part of the silk that is worn. Many of our stores have for sale ribbons, neckties, and dress goods made of silk that has been sent from China across the ocean to us.

China was the first country in the world to make silk. It was also the first to use tea. Some of the best tea in the world comes from bushes that grow in China. The leaves are picked by boys and girls and carried to factories where they are dried. They are then packed in boxes and shipped across the Pacific

Ocean to us. The ships take back to China American flour and cotton, and many other kinds of goods.

2. How the Chinese are Dressed

On every side we can see villages of mud huts. There are also towns and cities with houses of brick. The fields seem alive with men, women, and children at work, and the roads and paths are lined with people.

The children look much like our little Japanese friends, but their clothing is different. They have yellow skin and black eyes, a trifle aslant, and their hair is jet black. To what race do they belong?

The Yellow Race is one of the most important races on earth. We saw millions of this race in Japan, and there are many millions more here in China.

Most of the children we meet are dressed in cotton; but now and then we pass one wearing silk. The boys wear long gowns, and the girls wear coats and pantalets. Most of the boys wear their hair short, as is now the fashion in China. The little girls have their hair cut short



" The children look much like our Japanese friends "

just over the forehead, while the rest is allowed to grow long and is put up in a roll on the head.

Many of the boys wear little round silk caps with red silk buttons on top, but most of the girls are bareheaded. The children at work in the fields have on straw hats as big around as a parasol. They are bent over and some have tucked up their clothes so that we can see only their yellow legs and their big hats. They look like huge birds in the green fields.

The roads are crowded with men, women, and children dressed in bright colors. There are men

in big hats and blue cotton clothes, each carrying boxes or baskets on the two ends of a pole which rests on his shoulder. There are boys without hats, carrying burdens



" There are boys carrying burdens "

on poles, trotting behind. There are men with loads on their backs, and men bent half double, pushing wheelbarrows loaded with



“Get out of the way of that wheelbarrow”

goods. There are rich men in gowns of bright silk or satin, and boys dressed in the same way.

Here comes a little girl riding in a chair. She wears clothes made of red satin. The chair is carried by men dressed in blue cotton. It is held up between two long poles that rest upon their shoulders. It bobs up and down as they trot along. Behind them is a rude cart hauled by a mule, and still farther back come three camels in single file. Each camel has two boxes of tea on each side of its hump.

Get out of the way of that wheelbarrow! There are two men and a boy sitting upon it. They are making a trip by wheelbarrow as we would take a taxicab ride at home. Chinese children often ride to school that way, and pay half a cent for the trip. The wheelbarrow is not like our wheelbarrows with a small wheel at the front end. This barrow has a large wheel in the middle, and the passengers sit on each side of the wheel. Such Chinese wheelbarrows are used to carry not only passengers but also all kinds of goods. A boy is sometimes harnessed to the front of the barrow. He pulls while his father pushes behind.

3. A Chinese Home

As we walk along over the plain we meet Ah-Chee, a Chinese boy, and his sister, Yee-Tsoo. They have faces the color of cream, and their twinkling black eyes peep out at us through their queer little lids. Yee-Tsoo's head is covered with a cap of bright beads, and her long black hair is braided. It hangs down her back, but is cut short at the



A road in China

front in a fringe that half covers her forehead.

Both children are dressed in silk. Their father is a well-to-do merchant, and they have far better clothes to wear than the children we saw at work in the fields. Yee-Tsoo wears a pink satin jacket, and wide pantalets of dark red. Her coat falls to her knees, and her pantalets almost touch her gayly colored silk shoes. Ah-Chee has on a silk gown of bright blue, embroidered with flowers. It falls to his knees. Under it are blue silk trousers tied tight around the ankles. He wears white socks. His shoes are of black cloth, with thick soles painted white.

As we come up, the children bow low, and Ah-Chee puts his two yellow fists together and shakes them at us. His eyes are friendly, or we might think he meant to fight. That is how the Chinese shake hands. We shake our fists in the same way, and are soon laughing and talking with him.

Ah-Chee tells us he will act as our guide. He calls some of the other boys; and we walk

with them across the fields to a Chinese city, not far away. We walk single file in the narrow path, and soon reach the walls.

There are walls around most Chinese cities. We pass through a gate. Ah-Chee tells us the gates are closed every night and opened again in the morning. He says the walls were built to keep out robbers.

Now we are inside the city. We are moving along through narrow streets, paved with bricks. The houses have walls of gray bricks with roofs of black tiles. The buildings are all low. The houses are of one or two stories. Some stand close to the streets, others are back in large yards which have high walls around them. One yard may inclose several houses all owned by one family.



A Chinese hand-shake

We go to the home of Ah-Chee and Yee-Tsoo, and live there during our stay in China. The house has many rooms, and some of them have latticework walls with panes of white paper like the sliding walls of Japanese houses.



" This Chinese house is well furnished "

The floors and outer walls are of brick, and each of the bedrooms has a wide brick ledge about as high as a chair running along one side of the room. These ledges are the beds. Ah-Chee shows us that there are pipes or flues under them. He says that fires are made in the pipes, so that the beds can be kept warm during the night. He shows us how he sleeps there,

upon some matting with his bed-clothes wrapped around him. His head rests on a little hard pillow.

This Chinese house is well furnished. Most of the rooms have furniture of black wood, beautifully carved. The tables are not low like those we saw in Japan. They are as high as our own tables at home. The chairs are like ours; some of

them are made of wickerwork and others of wood. There are also wide benches with cushions upon which to sit or lie. Some families have bedsteads which they use in warm weather.

Fine furniture like this is to be found only in the homes of the well-to-do and the rich. Ah-Chee tells us that the poor people have but few comforts. Some of their houses have only one or two rooms and only a little furniture made of rough wood.

4. The Food of the Chinese

In eating our meals at the home of Ah-Chee, we sit upon chairs at the dining table, with the family. The dishes are much like those we have in America. The Chinese use plates, bowls, and cups. The teacups are brought to the table with the saucers on top. The Chinese eat with chopsticks, but we have already learned how to use them in Japan, and we get along very well. There are no napkins; but after the meal a servant brings in a bowl of hot water, and dips a white cloth in it. This wet

cloth is then passed around the table, and every one wipes his face and hands with it.

We have good things to eat. We have soup, fish, and vegetables and meats of all kinds. The meat is cut into bits, so that we can pick it up with our chopsticks. We have rice, and boiled bread, and all sorts of stews.

The Chinese have good markets, and we have our choice of many things to eat. The Chinese grow apples, peaches, pears, oranges, and grapes. They grow red persimmons, as sweet as honey and four times as large as your fist. They raise sheep and hogs, and chickens and geese and ducks.



Teacup with saucer on top

Many ducks are raised upon boats. The duck boats are flat, and one boat may hold four or five hundred fowls. The ducks feed on the low, swampy banks of the streams. The owner of the boat rows it to one of these places every morning and evening. He then lays a board from the boat to the bank, and the ducks run out and pick up all the worms



Chinese children eating rice

and snails that they can find in the mud.

After they have been eating for an hour or more, the duck captain whistles, and the ducks are so trained that they run at once to the boat. They run as fast as they can; for the last duck on board always gets a sharp blow with a stick. When the ducks are grown up, the owner carries them to the city for sale.

The main food of the poorer Chinese is rice or other grain, and vegetables with fish of one kind or another.

At great feasts, the well-to-do people have a soup of birds' nests, or of sharks' fins, and many dishes of meat, with vegetables, fruits, cakes, sweetmeats, and candies. The birds' nests used for soup are a queer kind that look like vermicelli.



A cake seller

The chief drink is hot tea or hot water. The Chinese do not drink anything cold; and they think that tea, when fresh made, is the finest drink in the world.

5. New Year's Day in China

Before setting out on our journey this morning, the boys and girls of our party have a talk about which day of the year they like the best. Sally says: "I like Christmas, for then Santa Claus comes and I get presents." "I like the Fourth of July," says John, "for then we all go into

the country and have a picnic under the trees." But Sue says, "The best day of all is Thanksgiving, when we have a big turkey and doughnuts and hot mince pie full of raisins."

And now let us hear from Ah-Chee. He does not understand our Christmas, or Thanksgiving, or the Fourth of July. But he has one holiday that takes the place of all others. This is New Year's Day. Every Chinese child is considered one year older that day, and he trots about, calling and wishing his friends many happy returns.

The Chinese New Year's is in some ways like our Fourth of July. On the night before, every one shoots off firecrackers; and there are fireworks of all kinds, with pictures of birds, animals, and fish made by the flames. On that night the children run through the streets, shouting their good resolutions. One boy will go along crying out: "I want to sell my lazy ways," and another: "I am ready to sell my folly, and I hope to be wiser next year."

New Year's morning is like our Christmas morning, when



A street festival

we all find gifts in our stockings. The presents of the Chinese child come wrapped in red paper. This is because red is the color of good luck, and every one wants good luck for the New Year. For that reason the eggs used on New Year's Day are dyed red, and many of the dinners are served in red dishes.

New Year's Day and the two weeks that come after it are the great Chinese holiday season. Then every one tries to have a

good time. There are parties and dinners and feasting. There are shows in the streets and many things to eat are sold there. Games of all sorts are played. Every one who can afford it puts on a new suit; and no one works who can help it.

6. The Toy Stores

Yee-Tsoo's black eyes brighten as she speaks of last New Year's and tells of the toys she got then. Ah-Chee asks us if we would not

like to see a toy store, and we go with him to the business part of the city. Here the streets are lined with stores, in which people are buying and selling. The crowd is so great that we can hardly get through.

The outside doors of the shops have been taken away for the day; and we can see everything as we go through the streets. The clerks are dressed in silk gowns and they keep their caps on. Here is a store that sells only tea. Next door is one that has beautiful silks; and farther on are some that sell sugared ginger and candies and cakes.



Chinese kites

There are hat stores and shoe stores, fur stores and book stores, and stores that sell lanterns and fans, and kites.

There are many workshops. Here is one where some Chinese

girls are spinning and weaving. Next door, men and boys are making things out of copper and brass; and on a side street others are carving wood and painting on paper and silk. China is one of the busy lands of the world, and its people make and sell almost everything under the sun.

But here we are at a toy store! I am sure we have never seen such odd playthings before. There are doll babies of wood, clay, or rags, all dressed in Chinese fashion. There are men dolls in silk gowns, and women dolls in silk trousers and tiny silk shoes.

There are all sorts of toy animals. We see baby camels the size of a rat; and horses and cows, some of them so small that you can hold a dozen in the palm of your hand. And then there are little chickens with real feathers on them. They are so lifelike that we almost expect them to crow. There are tiny ducks and geese made of wood covered with down, and fuzzy little ducklings that will quack when you squeeze them.

There are all kinds of play furniture of Chinese fashion, so



“ They play blindman's buff ”

that one can buy a doll and a whole housekeeping outfit without turning around. And then there are dancing toys by the score. There are tiny men and women an inch or so high, hopping about upon a brass pan. They have bristles stuck in their feet and they stand on the ends of the bristles. As we tap the pan, the little figures dance up and down, and go whirling around as if they were really alive.

In the same part of the city are kite stores and bird stores, and places where books and

games are sold. The children of China have as many different games as we have. They play blindman's buff and shuttlecock, and a game in which they knock a ball into the air with their heels.

The Chinese are fond of pets. We see boys and men going about carrying birds upon sticks. The bird is fastened to the stick by a string tied to its leg, and it can fly only a short distance. Ah-Chee keeps pigeons; and he shows us some wooden whistles which he ties to their tails. As the birds fly through the air



Pigeon whistles

the whistle makes such a shrill sound that it scares off the hawks.

7. Chinese Schools and Schoolbooks

On our way home from the stores we visit a Chinese school. Ah-Chee tells us that the teachers are great men, and that we must bow low when we meet them. The school children are polite. They are taught to look up to their parents and elders and are punished severely if they are not polite to their teachers.



Chinese schoolboys

The Chinese have one school-book that has three thousand rules for good manners. Another is full of stories about boys who were so good to their parents that they are now famous all over China.

As we enter a schoolroom, we see that the teacher is wearing his cap, and the boys at their desks have their caps on their heads. This is the custom in China.

The schoolbooks seem strange. The lines run up and down the page, instead of across it; and

圖次 (四)

順時、歸降日人之俄將、名市左市魯氏、
於前回國時、法人稱為烈將、曾聯同多
人購一寶劍送之、以表其烈云、今俄廷
訪悉市左氏於降日之事、然屬有私故
俄廷戒飭他不得領法人贈劍之賞云、

“The lines run up and down the page”

the beginning of the book is at what we should call the back. Each letter means a whole word,

and a boy must learn hundreds of words before he can read.

In some of the rooms the boys are learning to write. They use a little brush instead of a pen; and print the letters in black ink, on white paper. It takes

great skill to write well. In other rooms the children are studying arithmetic. Each boy has a brush and paper and a counting box of wooden buttons strung upon wires, like those of Japan.



Chinese children

CHAPTER VIII

1. In the Philippine Islands

LEAVING the home of Ah-Chee, we travel eastward through China, to the Pacific Ocean and then go southward in a great steamship. The air grows gradually warmer, and by and by we pass out of the North Temperate Zone and are again in the Torrid Zone. How bright the sun shines! Its rays strike the ocean, and the waters seem sprinkled with diamonds. We put on our lightest clothing and wear thick hats to shield our heads from the sun.

At length we come to some beautiful islands. Along their shores we see tall palm trees. What is a shore? The shore is that part of the land that is close to the water. Many of the palms are coconut trees. Beyond them are fields of green rice and tall sugar cane. There are orange trees and many patches of bananas. Farther back are hills and mountains covered with green forests.

Here and there are villages of brown houses roofed with palm leaves. They are shaded by trees of several kinds. There are dark-skinned people at work in the



" We see odd-looking children "

fields, and men and boys are catching fish in the streams. We see many odd-looking children who are playing or working, or walking along on their way to school.

What is that flag floating above the schoolhouse? It really looks

like our own American flag. How does it happen to be so far from the United States away out here on the other side of the world? I will tell you. These are the Philippine Islands and they belong to our country.

The people we see are called Filipinos. They are of the Brown Race. The people of the Brown Race are shorter than we are. They have yellowish brown skin, dark eyes, and straight black hair. There are many people of this race on the earth; but not nearly so many as there are of the White Race, the Yellow Race, or the Black Race.

2. A Philippine School

Let us go into the schoolhouse. The building has only one story, but it stands upon posts twice



An old schoolhouse

as high as our heads. We have to go up stairs to reach the schoolrooms. A part of the



A new schoolhouse

playground is under the house. The schoolhouse is square. It has walls of boards; and its roof is of palm leaves, sewed together and tied to rafters of bamboo. The teacher tells us that some of the villages have fine new schoolhouses, made of concrete. They are much like the schoolhouses in some parts of the United States.

We step to a window and find that it is a framework of lattice, which can be slid back and forth. The panes in the lattice are not glass. They are pieces of sea shell not unlike that of the oyster or clam, except they are flat. The shell is about as thick as the nail of your thumb. These shells let in the light, and they shut out

the hot rays of the sun. Except when the sun shines in them, the windows are always kept open. In this hot Torrid Zone the children need all the air they can get to keep cool.

We first enter the primary room. Three girls are reciting, and about forty other children are seated at their desks studying their lessons. The class is learning English, and the girls recite well. The children look very different from the boys and



A Filipino schoolboy

girls of our school. Their skin is yellowish brown, and their hair is black.

The boys have short hair, standing out like bristles all over their heads. How different their clothing is from ours! Every boy wears his shirt outside his cotton trousers. Every one is in his bare feet, or at least he has only slippers which show his bare heels.

The girls have long hair, combed up in a knot at the back of the head or hanging



" The class is learning English "

loose down the back. They wear long dresses of bright colors and some have on thin jackets made of sinamay cloth, which is so stiff that it stands out like wire. It is cooler than cotton. Some of the girls wear earrings and other jewelry. In another room we find girls making lace and learning to sew.

3. Benito and Carmen

Before school is out, the teacher tells the children that we have come a long way to pay them a visit. She goes to the globe and points to where we live in North America. She then calls up Benito (bay-nee'to), a bright boy of ten, and Carmen, who is only nine, but is almost as large as Benito. She tells these two children that they must act as our guides and that they may have a holiday while we stay. She directs them to show us about, and to answer our questions.

Our guides ask us if we should not like to begin by finding something good to eat. They take us to a big tree loaded with yellow fruit, shaped somewhat like a large pear. This is the mango, one

of the finest fruits in the world. It tastes a little like turpentine, but it is sweet and we like it.

The children give us ripe oranges, fresh from the trees. They also show us the papaya (pah-pah'yah) tree, which has a



Benito and Carmen

fruit something like a muskmelon. Benito tells us it is good for the stomach and will help one to digest if he has eaten too much.

In the meanwhile, Carmen has pulled some bark from a small evergreen tree near by and asks us to taste it. We do so. How it bites! It is cinnamon, like that which our mothers use in mince pies and pickles.

We now pass through a grove of coconut trees and we can see many green coconuts up among the leaves.

As we go farther on we come to a field filled with low trees



A coconut tree

with red berries on them. The berries look like cherries, but when we bite into them we find they are coffee. Each fat cherry has two little beans or seeds inside. The seeds are dried and cleaned, and afterwards roasted and ground. They are then ready for making coffee to drink.

Bananas grow almost everywhere. There are also plants that look like bananas, but Benito tells us they are called abaca (ah-bah-cah'). He cuts one of them down and shows us that its stem is full of long threads or fibers. He says these threads are used to make rope, and that they are sent across the Pacific to our country. Another name for abaca is Manila hemp. Many of our skipping ropes were once a part of abaca plants that grew in the Philippine Islands.

Our next stop is in a field where men are cutting down what look like stalks of green corn. Benito picks up one of the stalks and smacks his lips as he sucks at the end. How sweet the juice is! The stalk is sugar cane. It is from the juice of such cane that much of our sugar is made. The cane is carried on carts, drawn by water buffaloes, to a factory, where the juice is squeezed out. This juice is then boiled down until it turns into sugar.

4. A Philippine Village

We are walking this morning through a Philippine village.

Most of the Filipinos live in villages and go out from their homes to work on their farms. This village is made up mostly of thatched huts. But there are also several large houses of boards, much like the school-house. The huts are built of bamboo poles, tied together into a framework, and covered with palm leaves. The palm leaves are first sewed together and then tied upon the walls and the roof. The windows are holes in the walls, with little doors, hinged at

the top, to close them. It is only the big houses that have sea shell panes.

The floors are made of long strips of bamboo nailed or tied to the framework. Carmen says that she likes this kind of floor, for it does not need any sweeping. The strips are so wide apart that all the dirt drops through as soon as it falls.

Most of the houses are built upon posts because it rains a great deal in these islands, and houses must be high to keep dry.



A street in a Philippine village

The ponies, chickens, and hogs sleep under the houses, and the children sometimes play there when it rains. The floor of the hut is so high that one must climb a ladder to get to it.

We enter Benito's home. The house has but little furniture. Benito sleeps on a mat on the floor. He shows us the bed used by his mother and father. The bed is some matting made of grass and laid on a low wooden framework. The pillows are small and as hard as a board. Such beds are good for the hot lands, where one wants but little bedding or covering.

The kitchen stoves are big red clay bowls. They hold the charcoal fires over which the pots rest. A separate stove must be used for each dish, and a large family may need a dozen stoves to cook a big dinner. One may be for fish and another for chicken. Others may be for rice, fried bananas, sweet potatoes, and other vegetables of various kinds.

Our little brown cousins have plenty of food. Their streams and the ocean are full of fine fish. The people raise rice and

sugar cane. They have all the fruits and vegetables that grow in the hot lands. They have coffee and chocolate to drink, and there is always plenty of water from the springs and the streams.

While we are in the kitchen,



Carrying water buckets

Carmen shows us the water bucket. It is a piece of hollow bamboo taller than she is, and as big around as her neck. It is like a great pipe with a cork in the bottom.

Benito takes us to visit some of his friends who live in the big houses. Here we see beds, tables, and chairs much like our own, and also pianos and organs.



A water buffalo

Later in the day we ride out to the rice fields upon some tame water buffaloes. The water buffalo is the beast of burden most used in the Philippine Islands. It drags the carts over the roads, and it plows the wet fields. It is an ugly animal. It has big horns and thin hair which stands out all over its body like the bristles on a pig's back.

Benito tells us that the water buffalo is the best work animal for the low, swampy lands. It

will pull the carts through the mud. It will work in the rice fields even when they are covered with water.

It is interesting to learn how rice is grown. The seed grains look much like wheat or oats. They are first sown in small beds, where they sprout and grow into little plants. The plants are then set out in the muddy fields. They soon grow to a height of two or three feet. The fields are flooded from time to time, for the rice plants need a great deal of water. By and by the grains form at the top of the stalks, and the straw turns yellow. The rice is now ready for harvest. It is cut down with a knife, and the grains are threshed out.

5. How Day and Night Come

Let us now say good-by to Benito and Carmen and our other friends of the Brown Race. We are going back to the other side of the world. We are going to the continent of North America to visit some children of the Red Race.

But before we leave this part of the globe, let us learn why it

THE PHILIPPINES



" We can see this by turning an orange around in front of a lamp "

is that when one side of the earth has day, the other side must have night. Just now it is midday here in the Philippine Islands, and we are told that it is midnight at home.

We can see how this must be by turning an orange around in front of a lamp. Let us put a United States postage stamp on one side of the orange to mark

our side of the world, and a Philippine stamp on the other side to show the islands where Benito and Carmen live. Observe that when the stamp on one side of the orange is in the bright light of the lamp, the other side is in the dark shadow. So it is with our world, which is all the time turning before the sun. Therefore because it is now midday in the Philippine Islands, it must be night in the United States. Our boy and girl friends there are fast asleep. When they start to school in the morning, it will be dark in the Philippines, and Benito and Carmen will be going to bed.



Filipino boys

CHAPTER IX

The Five Great Oceans

THE great steamer on which we are to travel is now ready to start for North America. We buy our tickets, go on board, and are soon steaming eastward over the ocean. We leave the beautiful Philippine Islands and within a short time are far out in the Pacific Ocean.

The sky is bright blue. The air is warm. The sea below us is rising and falling in long waves under the wind. On both sides of the ship we can see silvery flying fish, darting through the air from wave to wave. There are schools of porpoises, huge

dark-colored fishes, which swim almost on the top of the water and dive down, now and then, into the deep. As we go farther north we see two great whales in the sea. They spout water high into the air.

A day or so later, the wind changes, and dark clouds appear in the sky. A great storm comes up. The waves are now very high. The spray dashes far up into the air and wets the deck of our steamer. The drops fall on our lips, and lo! the water tastes salty.

This is one of the strange things about the ocean: its water has a great deal of salt



“ They spout water high into the air ”

in it. It is not sweet like that of springs, brooks, and rivers. It is not fit to drink. If we should put a spoonful of salt in a glass of fresh water it would taste much like the water of the ocean.

By and by we ride out of the storm. The sun shines again, and the mighty ocean is quiet. We see several steamers going from China on their way to our country. They are loaded with tea, silk, and other goods which will be sold in America. Our own ship carries hemp, tobacco, and sugar from the Philippine Islands.

The voyage across the Pacific is a long one and we have plenty of time in which to look at the ocean and to learn something about the wonderful bodies of salt water that cover the greater part of the globe. The earth has three times as much water as land. We have already learned that the vast bodies of water are called oceans.

There are altogether five oceans. Their names are, the Arctic, Antarctic, Atlantic, Pacific, and Indian oceans. The Arctic Ocean is about the North Pole, near the home of Ikwa and Too-kee. The Antarctic Ocean lies about the Antarctic continent, in the South Frigid Zone about the South Pole. Nobody lives in that zone. Then there is the Indian Ocean, which is south of the continent of Asia, the home of Ah-Chee, and east of the continent of Africa, where Limweeche lives. There is also the Atlantic Ocean, west of Africa and Europe, and east of North and South America. We are now traveling across the Pacific Ocean, which lies between our country and Asia.

The Pacific Ocean is the greatest of all the five oceans. It is more than twice as large as the Atlantic Ocean. It is nearly three times as large as the Indian Ocean. It contains almost half of all the water upon earth.

CHAPTER X

1. The American Indians

EVERYBODY has heard of the Indians. At one time they were the only race of people living in North and South America. They had those two great continents to themselves, and they did not know there were any other lands. The people of the other races did not know that there were any red people. They did not even know that there were any such continents as North and South America.

At length some of the white people in Europe began to think that the Atlantic Ocean might reach on and on around the earth until it came to Asia. Columbus thought so, and he resolved to go to Asia that way. So he set out from Europe in ships to cross the Atlantic Ocean. He did not reach Asia, but he discovered America. He found men, women, and children who had reddish brown skin. He called them Indians, because he

thought that the land to which he had come was in India or near it. India is a part of the continent of Asia.

There was great excitement when Columbus went back to Europe and told about his new way of going to Asia. Other



An American Indian

explorers sailed across the Atlantic, and by and by they found that Columbus was mistaken and that America was not part of Asia, but that it was a great new and rich country. Many people wanted to get some of the rich new lands for themselves. They sailed across the ocean and fought with the Indians.

2. Little Wolf, Humming Bird, and Bald Eagle

In our travels among the Indians, we shall first visit some who are living in the northern part of North America, much as the red men lived there when Columbus discovered the new world.



Indian tents

They took the lands of the red men and drove them farther back into the great forests.

More and more white men came, and the red men were driven back until they had but little land left. Some of the Indians in our country now have farms of their own, and others live on tracts of land which our government has set apart for them.

These Indians get their living by hunting and fishing. They shoot or trap wild animals, and sell skins and furs to the traders who come there to buy them. The traders bring guns and kettles and other things that the Indians want, and they carry back the skins and furs which the Indians have to sell.

We are now near a camp of Indian tents, where several chil-



Building an Indian tent

dren are playing at building a home. They have cut a dozen long poles from a thicket, and have driven them into the ground around the edge of a circle. They have leaned the tops of the poles against one another, and have tied a string around them where they cross. They have stretched skins over the poles, leaving an opening in front for a door. This is their tent. It has a fire hole in the center.

We stop to talk with the boys. The largest one tells us his name is Bald Eagle and that he is ten years old. He is not at all

backward. He pushes towards us a boy of eight whom he calls Little Wolf, and also a girl named Humming Bird.

The children are different from any we have yet seen. Their skin is the color of copper. Their faces are fine looking, with high cheek bones and large noses. They have bright black eyes, and their long coarse black hair hangs down upon their shoulders.

These little Indians are dressed in the skins of wild animals. Bald Eagle has on a



Bald Eagle

deerskin shirt outside his trousers; it reaches from his neck almost to his knees. His



Little Wolf and Humming Bird

trousers are trimmed with bird feathers. They fit tight. He has also soft moccasins, or shoes of deerskin covered with beads. The shoes fit his feet like stockings, and he makes no noise when he walks. Little Wolf's trousers are embroidered with red and white quills, and he has a fringe of leather about the lower edge of his shirt.

Humming Bird looks very pretty in the long coat of soft

deerskin, which falls from her neck almost to her feet. Her coat has elk teeth sewed to it, and there is a fringe around the bottom. Her moccasins are made of the skin of a fawn and trimmed with blue and red beads. Her long black hair is parted, and it hangs in two heavy braids in front of her shoulders.

The Indian girl brings out her best doll to show us. It is cut



Humming Bird's doll

out of wood, and has a face painted upon it. Its clothing is of rabbit skin and it has a fur cloak tied over its shoulders. Its hair is made of fur, and there are some feathers at the back of its head.

The doll's cradle is a little leather bag fastened to a framework. When Humming Bird carries the doll she does not take it in her arms, but puts it in this bag, which she hangs upon her back. We shall see real babies

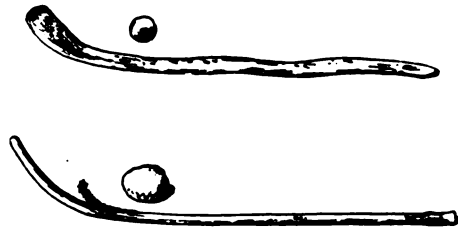


An Indian baby

carried about in that way when we go to the camp.

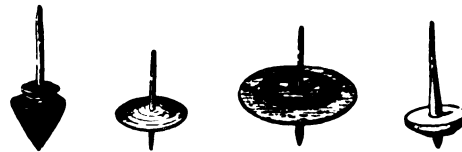
Bald Eagle has picked up his bow and arrows. He shoots at a mark and shows us that he can hit it almost every time. By and by he will have a gun of his own, and then he will kill as much game as his father does now.

The Indian children show us some of their games. They play shinny. They also have kicking



Shinny sticks and balls

balls, and hoops of basketwork, through which they try to throw poles while the hoops are rolling.



Spinning tops

The one who can stop the hoop with his pole in this way is the winner. They have spinning



Whipping tops

tops and whipping tops, pop-guns and sticks, and balls like those we saw when we were in Eskimo-land.

3. An Indian Camp

We go with the children to the Indian camp. We live with them in their tents, sitting on the ground which takes the place of the floor. Their rude beds are made of sticks over which furs have been spread.

At mealtimes we sit on the ground and use our own knives to cut up the food. The Indians do not always have plenty to eat, but our friends just now have enough. They give us dried deer meat, and also rabbits and squirrels which have been trapped during our stay. We have fish fresh from the streams. We have nuts and berries and some roots of wild plants. We have also flour and bacon which have been brought by the traders who buy furs of the Indians.

Some of this food is cooked out of doors. The Indians broil their meat and fish upon sticks over the fire. They also cook fish in the ashes under a pile of hot coals.

On rainy days the meals are cooked over the fire pit in the center of the tent. The fuel is wood, and the only way for the

smoke to get out is through the hole at the top where the poles come together.

One day Bald Eagle shows us how to get fire without matches. He finds a stick of soft wood



Bald Eagle learns to be a hunter

and makes a hole in its side. He then puts the pointed end of another stick into the hole and, holding the pointed stick between his palms, moves his hands quickly back and forth so that the stick twirls around in the hole. By and by a little blue smoke comes, and at last a small flame.

Bald Eagle can also make fire by striking one hard stone against another. If he strikes it just right, a spark will fly off. This spark may be caught on some dry wood or moss, which it lights. The Indians, when they are out on a hunt, often make fire in that way.

4. Indian Farmers

The Indians of the tribe we have been visiting live almost altogether by hunting and fishing. There are but few such Indians now. When the white men came to North America, they began to cut down the woods and turn the land into farms. As they moved westward they killed the game. The deer, the bears, the buffaloes, and the other wild animals became few and fewer, until now most of the Indians would starve if they had no other food but game.

The Indians in our country to-day are far different from those whom our forefathers knew. Only a few of them live in camps and tents. Most of them live in houses on their farms and on the other lands that the

white men have allowed them to have.

Many of the Indian farms are now worth a great deal of money, and some of the tribes have become rich from the sale of their lands. Some of the Indians have houses like ours; and our government has built schools where the red-skinned boys and girls learn to read and write as we do.

In the southwestern part of the United States there are



Indian children of the southwest

tribes of Indians who had become farmers long before the days of Columbus. Their houses



“ They wove beautiful blankets ”

were made of mud or of bricks dried in the sun. Each house had many rooms, and was the home of a whole village. These Indians had little farms watered by streams and ditches, and they raised corn and cotton. They also made pottery and wove beautiful blankets. They do so to-day.

Some of the southwestern Indians built their houses upon

high cliffs, and had their farms on the lowlands. They put their houses on the cliffs so that they could more easily defend themselves from their enemies.

In the southern countries of North America, and in the western part of South America, are many Indians whose people have always been farmers. These Indians live in houses and some of them are civilized.

CHAPTER XI

1. Dry Lands and Wet Lands

In the world there are both dry lands and wet lands, and the ways people live often differ according to the dryness or moisture of the places in which they live. In some parts of the earth there is plenty of rain. In other parts there is but little, and in some places there is hardly any rain at all. The parts that are well watered generally have grass, plants, and trees. In such places there is plenty of food, and there are many birds and animals and people.

In the Philippines there is so much rain that a large part of the lowland is covered with water during the wet season, which lasts for about half of the year. There are many rivers and streams, and the highlands, as well as the lowlands, are green.

We found plenty of water in Japan and China, and there were many plants there. We

found much rain in the hot country where Limweeche lives, and we remember how the high grass and tall trees covered the ground. We have enough rain in most parts of our own country; and, because of this, we raise some of the largest crops on the globe.

It is not so in the desert where we are now going. A desert is a country in which there is but little rain or no rain at all. In those parts of the desert where there is no water, there can be only bare rocks and dry sand. No plants can grow there.

In other parts of the desert where there is a little rain, we shall find scattering bunches of grass and hardy bushes. The tender grass that springs up after the showers is soon dried up by the sun.

Where there are springs and wells in the desert, we shall find patches of trees and plants that grow as far out as the water will reach.



“ An oasis is sometimes so large that many people live in it ”

A place in the desert where there are springs or wells, with water all the year round, is called an oasis. An oasis is sometimes so large that many people live in it.

2. The Desert of Sahara

The desert of Sahara in northern Africa is almost as big as the whole United States. It is the largest desert in the world, although there are many other deserts. There is one great desert northwest of China in

Asia. There is a narrow desert, two thousand miles long, on the western shores of South America. Australia is more than half desert; but the biggest desert of all is the Sahara.

Let us imagine that we are now far out in this desert of Sahara, and in a place where there is a little rain during a part of the year. All about us is dry sand, but it is spotted here and there with small bunches of grass. Some of the bunches are not as large as a

page of this book. Others are as big as a newspaper, or bigger. The grass looks dry. It is coarse, but it makes good food for wild animals; as well as for sheep, goats, and horses.

Besides the grass-eating animals, there are hyenas, jackals,



A lion

and leopards, in such parts of the desert, and now and then one may see a lion. Those great birds running along with outstretched wings are ostriches.

Now we see some sheep and goats that are grazing. The flocks are watched by a dark-skinned man in a long white gown. Near him is a camel nibbling at a thorn bush. Its long shaggy

neck is stretched out as it bites off the leaves. It looks up and snarls as we pass.

But see those two children running towards us! They have come from that low tent at the right. The man watching the sheep and goats is their father, and the tent is their home. These people live in the desert, moving about with their animals from place to place to find pasture.

Now the children have come to us and we learn who they are. The boy's name is Hassan and the girl is his sister Hada.



Hassan and Hada

Hassan is a brave, fine-looking lad, tall and straight. He has a long white cloth wrapped around his head, and a white barak" (oom-bah'rahk), or "May thy day be happy and blessed." That is their way of saying "good morning."



The home of Hassan and Hada

cotton gown covers his body from his neck to his feet. He wears red leather shoes turned up at the toes. Hada has a bright red handkerchief tied about her head. Her gown is light blue. It falls to her feet.

The desert children make us welcome. Hassan bows low and says: "Naharak said" (nah-hah'rahk sah-eed'), which means, "May thy day be happy." And Hada says: "Naharak said um-

We bow low and say pleasant things in return, and then go with them to their home. The tent is made of camel's hair and wool, woven by Hada's mother. It is held up by poles, but the sides are so low that we have to stoop to go in. There is a curtain in the middle that divides the house into two rooms. Hada with her mother and her sisters sleep in one room, while the boys and men sleep in the other.

There are no beds, tables, or chairs. These people sit and eat on the sand; and they sleep on rugs spread out on the ground. The cooking is done in pots and pans over fires made out of doors.

After a while the father drives up the sheep, goats, and camels. He first puts the goats and sheep into a little pen fenced around with stones. He then ties up one of the front legs of each camel, so that it has to hobble about on three legs and cannot stray far away.

By this time dinner is ready and we sit down on the sand. The meal consists of a mutton stew, a roast kid, some dried figs and fresh dates, and kibby. The kibby is something like mince pie and plum pudding and hash, all mixed together, and roasted into a cake. We have also thin round cakes as big as dinner plates, and fresh cheese made of goat's milk.

The stew is laid before us and Hassan bows low and says: "Te-foo-doo-loo." This means "Help yourself." We look about for



Eating on the sand

plates, knives, and forks. We do not see any, so we ask how we shall eat. Hassan's father shows us. He first breaks off a piece of his thin cake and doubles it up so that it makes a kind of three-cornered spoon. With this he dips some meat and gravy out of the stew, and then eats the spoon and meat all at one time. We try to do likewise, but do not succeed very well, and they give us a big wooden spoon for our use.

By and by the roast kid is brought in. It steams as it lies whole on the platter. We use our pocket knives to cut it, each taking the piece he likes best. We end the meal with candy, dried figs and new dates, and a cup of sweet coffee as black as our shoes.

After dinner we cleanse our hands by rubbing them with dry sand; for water is scarce. We then stroll about and talk with our friends until night. It has been warm during the day, but now that the sun has gone down, it is cool. We go into the tent and lie down on the soft rugs, and are soon dreaming of home.

3. An Oasis

We are in an oasis this morning. Hassan's father has driven his flocks here in order to trade. He has brought his tent and several great bags of wool along upon camels. He will sell the wool and also some of his sheep and goats, and he will buy dates and other goods to carry back with him into the desert.

We have helped the desert children in driving the flocks. We now help unload the camels and put up our tent near this island of green in the great sea of sand. The oasis is watered by many little canals fed by springs. It contains hundreds of date palms, and their fanlike green leaves seem to whisper a welcome to us.

The oasis is divided into little fields, in which are grass and wheat and sugar cane. There are also onions and turnips, peas and beans, and many beautiful flowers. Under the palms are trees loaded with oranges and lemons, and also some with pears, peaches, and figs. You can buy all the fresh dates you can eat for two or three cents.

Dates are the most important fruit of the desert. They grow on the date palm, a tall and beautiful tree. The dates grow in bunches so big that it would take two strong boys to carry one



"Dates grow on the date palm"

bunch from the tree to our tent. The fruit is plump and it is red or yellow in color. Ripe dates are as sweet as honey and they almost melt in one's mouth. Green dates are like green persimmons. They pucker the mouth and are not good at all.

Dates, when dried, can be kept a very long time without spoiling. They are eaten by the people and by the camels, and even by the dogs. Many of them are packed up and sent to the United States and other countries for sale.

There is a little town in the oasis, with a thick mud wall around it. Inside the wall are small houses built of mud bricks, dried in the sun. There is so little rain that the bricks do not have to be burned. The houses have flat roofs made of palm branches covered with mud; and their rude doors are of palm wood. The date palm is used to make boards, beams, and framework of all kinds.

The houses have no windows facing the street. Each house is built around a small yard or court, and the rooms open on that. The women and girls live at the back of the house, while the men have their rooms at the front. The people usually sit cross-legged upon the floor, or upon a ledge built out from the walls of the room. This ledge is also the place where they sleep.

4. The Trade of the Desert .

We walk slowly through the narrow streets of the town and soon come to an open place in the center, surrounded by many small stores. There are camels kneeling on the ground; and dark-skinned men, dressed in white, are loading them with dates, wool, and hides to be taken across the desert for sale. The camels whine and bellow as the bales are put on their backs. We can see the tears running down their cheeks. They are surly animals and they always cry when they are being loaded.

We ask one of the men to tell us about camels. He says that they are the only animals that can be used for a long journey over the dry sand, where there is but little food and no water. A camel can go four or five days without drinking. Also, the hump on his back has so much fat in it that it will keep him alive for a long time, even if he has nothing to eat.

It is for this reason that camels are used to carry all the goods of the desert. They take dates, wool, and hides to the seacoast to be shipped to America, and bring back the cotton cloth,



“ Camels are used to carry all the goods of the desert ”



Camels

kerosene oil, and other things that have been sent here from our country. We see long lines of these freight camels marching slowly over the sand.

There are different kinds of camels. The freight camel is slow, but it will carry a load of four or five hundred pounds. The riding camel is fast, and it can run a long time without tiring.

We ask for a ride on the fastest camels. The men make the great beasts kneel down, and we climb on their backs. They rise on their hind feet first, and almost throw us over their

heads. Then they get up in front, and start off on a trot. We sway from side to side as if we were on a ship. The motion makes us seasick at first, but a little later we grow used to it and enjoy riding along so high in the air.

5. The Oasis Children at School

The children of the oasis are quite as friendly as Hassan and Hada, and we all enjoy playing together. They let us ride about on their donkeys, and we go to the date trees to help them gather the fruit.

The children take us to their

school. The pupils learn but little more than to read and write and to do easy sums. They all sit on the floor and study out loud. Instead of slates they have

which is shooting marbles into a hole in the sand.

They have one game called "the tied monkey." In this, a boy acts as the monkey. He



The desert children in school

tablets of tin and wood, and they use brushes and ink in writing their letters.

After the school is over we join with them in their games. They have many games, and some are great fun. They play leapfrog, puss in the corner, blindman's buff, and joorah,

holds fast to a rope tied to a peg in the ground, and the other boys try to beat him with knots made in the cloths they wear around their heads. As they do so, the monkey tries to catch them; and if he can get hold of a boy without letting go of the rope, that boy must be the

monkey and hold the rope and be beaten.

Another game has the name of taia-ya-taia (ti'ah-yah-ti'ah). In this, all the boys but one stand in a row. The other boy faces them and shouts "taia-ya-taia, taia-ya-taia." He then

hops off on one foot as if lame. The rest of the boys run after him and hit him. He tries to catch one of them, and if he can do so without putting his foot down, the boy who is caught has to be "it" and take his place.



A desert boy on his donkey

CHAPTER XII

1. In the Highlands of Europe

THE continent of Europe is most interesting to us. It is where our forefathers lived before they came to America, and where most of the white people live now. There are many cities and towns in Europe, with churches and schools just as there are in our country. There are also many farms, with cattle and sheep feeding upon them, and all sorts of factories for making things to be used for food, shelter, and clothing. The roads and railroads are well made, and people have but little trouble in going from one place to another.

We have already learned that the surface of the earth is uneven. We have seen mountains and valleys, and hills and plains, in Japan, China, the Philippines, and other countries which we have visited. There are many hills and valleys and mountains and plains in the United States.

There are highlands and lowlands in most parts of the globe.

We have also learned that the climate of a country depends much on where the country lies. Ikwa and Too-kee live in the Frigid Zone near the North Pole. Do you remember what the climate is there? The homes of Limweeche and Isa, and of Benito and Carmen, are in different parts of the Torrid Zone, which lies on both sides of the Equator. Taro and Ah-Chee live in the North Temperate Zone. We live in the North Temperate Zone, also, and our climate is much the same as theirs; it is neither too hot nor too cold to be comfortable.

Now, there is another thing about climate that is important in mountainous regions. The climates of all places differ according to the height of those places above the level of the sea. No matter where a country is, its highlands are always cooler than its lowlands, and

the higher one rises above the level of the sea the cooler it becomes. For this reason there is snow on the tops of very high mountains all summer long. The highlands are cool, even if they are near the Equator. The highlands in the Temperate Zone

The tops of the mountains are bleak and bare. The highest part of a mountain is called the peak. Some of the peaks are so high and so cold that plants cannot grow upon them. Farther down the mountains there are trees. There are patches of



“ The tops of the mountains are bleak and bare ”

are cool and pleasant in the heat of midsummer. For this reason many people in our country go to the mountains in July and August when the weather is hot.

In Europe we first visit a little country called Switzerland, which is high above the sea level. The land is all mountains and valleys. It has many beautiful lakes. There are running streams that roar and foam as they rush down the mountains on their way to the sea.

grass, with cows, sheep, and goats feeding upon them. Still lower down, in the valleys and upon the hillsides, are vineyards and orchards. On the streams and lakes there are many cities and towns.

Switzerland is one of the most delightful countries on earth. It is so healthful that people from many places come here during the summer to enjoy the cool air. It is sometimes called the playground of Europe.



(106)

Hansel and Gretel

2. Hansel and Gretel

We have found a Swiss boy and girl who will act as our guides during our travels in Switzerland. The boy's name is Hansel. He has light hair and blue eyes, and his skin is as white as our own. He is dressed much as we are, except that he has on a short woolen jacket, and heavy shoes with great nails in the soles. He wears a long feather in his hat.

Hansel carries an alpenstock. This is a pole with a steel point on the end. He has also a knapsack or bag tied to his back. He tells us that we must each have a knapsack like his, to hold our waterproofs and warm underclothes, and a pole to help ourselves along up the hills and over the ice. It is often cold in the mountains and it may rain or snow.

The girl's name is Gretel. She is Hansel's sister. She wears a black velvet waist which fits tight. Her bright-colored skirt is longer than the skirts worn by American girls. She has on rough shoes, and thick blue woolen stockings which her grandmother knit.

The children tell us their home is higher up in the mountains, and that we can stop to see some of the cities on the way there. We find the cities much like



In a Swiss city

our own. They have beautiful brick and stone houses with yards and gardens about them. They have fine stores and large factories in which men, women, and children are working. Here they are making music boxes, there girls

are stitching away upon laces and embroideries, and in great shops farther on, men and boys are making watches and mechanical toys. Many of the things made in the factories will be shipped to America, and it may be that we shall find some of them among our presents next Christmas.

The people of the United States wear much Swiss embroidery, and most of the raw cotton used in making the embroidery thread comes from the United States.

Much of the machinery in the factories of Switzerland is moved by the waterfalls of the streams that flow down the mountains.

In one of the cities we visit the market. It is an open square near the middle of the town. The place is covered with piles of fruit, vegetables, and cheese. There are also cans of milk carried about in carts hauled by dogs. The dogs are harnessed to the carts, much as they are harnessed to the sleds in Eskimo-land.

In one of the cities we visit the schools. We see large playgrounds where the children go through their health exercises.

The boys are drilled, and all learn to be soldiers so that they may defend their country in time of war.

One morning we meet a crowd of school children on their way into the country. Their teachers are with them. They will spend the day in the hills and valleys studying geography.

Our next trip is on one of the trains to the foot of the mountains. Hansel and Gretel go with us and point out the sights. We pass many small farms. There are grapevines growing on the



A milk cart

lower slopes of the hills. We see children selling fruit at the stations, and for two cents each we can buy all the grapes we can



" We reach a village at the foot of the mountains "

eat. At last we reach a village at the foot of the mountains.

3. Climbing the Alps

We have now left the cars, and, taking our alpenstocks, have started up the mountains on foot. As we climb, the farms become fewer and smaller; and at last we reach places where there is nothing but grass. Here men are making hay, and near by, some sheep, goats, and cattle are grazing. There are boys and girls watching the cattle. In some places we see children milk-

ing the cows, and in others we see them helping their parents make cheese. The Swiss make large quantities of cheese, and some of it is sent to the United States and other countries.

Soon we are high up in the mountains. We are going through forests of pine trees. Now and then we pass an open place covered with grass. As we climb higher still the trees grow smaller and smaller. There are wild flowers everywhere. There are roses, and little blue, pink, and purple blossoms.

Higher still, we come to places where there are no trees at all. There are only grass and low bushes, and one little hard white flower called the edelweiss (a'del-vīs). A little farther up there is



An edelweiss

nothing but bare rocks with snow in the hollows. On the highest peaks there is snow all the year round.

How cold it is! We have to stop now and then to take breath. We ask why it is so hard to breathe, and are told that the air is thin on the highlands and that it will grow thinner and thinner as we go up. We have to walk slowly. Our feet seem to be heavy, and our hearts beat fast. We use our alpenstocks when we go over the ice. We

also tie ourselves to the guides with strong ropes, for fear we may slip and perhaps fall over the cliffs, and be killed on the great rocks below.

In our journey up the mountains we travel over glaciers. Glaciers are long, deep beds of ice. They are made of snow which has fallen through many winters, and has thawed and frozen until it is all one great block of ice. Glaciers are really rivers of ice, for they are slowly moving down the sides of the mountains. They go only one or two feet a day, so slowly that we cannot see them move. They are years and years on the way.

4. Life in the Mountains

The houses in the high Alps are built of boards or logs. They have long, sloping roofs, so that the snow may slide off. On many of the roofs heavy stones are laid, for the wind is strong in the Alps and it sometimes blows off the roofs.

Most of the houses are of two stories and some of them are half barn and half house. The cattle and goats sleep in the barn next to the rooms where the people are



“ On many of the roofs heavy stones are laid ”

living. Still everything is neat and clean. There are boxes of flowers in the windows, and bird houses in the low trees outside.

We spend some time in the home of Hansel and Gretel. It is a pretty house, with its roof overhanging. The kitchen is also the dining room. The stove is like ours in America. We have about the same things to eat as at home, for the people here live much as we do.

We make the trip with Hansel to the high mountain pastures, to see the boys who herd the cows, sheep, and goats. They drive these animals to the highlands as soon as the weather is warm, and stay there for three or four months while the animals feed upon the sweet grass.

The boys have cabins to sleep in, and there too they churn the cream and make the butter and cheese. In the fall, when the snows come, the animals are driven home, and kept in the stables which form a part of the house.



“ The boys have cabins to sleep in ”

CHAPTER XIII

1. The Story of a Great River

WHAT a wonderful thing a river is! It starts from a spring somewhere in the highlands, and is at first only a brook or small stream, trickling along over the stones. Then other brooks flow into it. It grows bigger and bigger, and at last becomes a mighty stream or river. It is now wide and deep, and ships can sail upon it back and forth through the land and out to the sea. Rivers often rush along so fast that they are used to turn the machinery of mills and factories.

There are many rivers in the world. The sources of all of them are somewhere in the highlands, and they flow through valleys or across plains into lakes, seas, or the ocean. The source of a river is the place where it begins. Its mouth is the place where it ends in some larger body of water. Would it not be fine if we could start at the

source of a river high up in the Alps, and follow it down to the ocean?

That is just what we are going to do. The source of the Rhine, one of the finest rivers of Europe, is not far from the home of Hansel and Gretel. They show us where the river begins. It is at first a little stream that flows from under a glacier and goes tumbling over the rocks.

We say good-by to our Swiss friends, and climb down along the banks of this stream. We cross, on the way, many other brooks that flow into it, and see it grow larger and larger until it is the beautiful river that flows into Lake Constance.

This river Rhine pours in at one end of the lake and out at the other. It then takes a tumble over the rocks, making a fine waterfall. It goes on in a wide and deep stream through the mountains of Germany; and then flows through the low plains of Holland out to the sea.



Falls of the Rhine, below Lake Constance

2. A Voyage Down the Rhine

Soon after leaving Lake Constance we take passage on one of the boats on the Rhine. From the waterfall to the ocean, the Rhine is full of shipping. One of the great uses of rivers is in forming easy ways of travel from one place to another. Boats can move up and down them carrying passengers and goods, and towns and cities grow up on the banks because they can be reached by the ships.

We meet a number of vessels filled with American cotton,

wheat, lard, kerosene oil, and copper. These goods have been brought from our country across the ocean to be sold here in Europe. We also see boats which are moving down to the sea with loads of goods that are on the way to the United States and other countries.

We are now traveling through Germany. There are German children on board and we play and talk with them as we go. The Germans sell us drugs and dyes, cotton and woolen goods, and many kinds of machinery. They make beautiful dolls and

mechanical toys that are wonderful. In the boats now on the river there may be toys and dolls on their way to our stores.

Our little steamer winds in and out among rocky hills covered with green. Where the land is rough, the hills have been cut into terraces and planted with vines. The fruit ripens in the fall, and men, women, and children can then be seen gathering the purple grapes into baskets. They carry the baskets on their backs, as they climb, half-bent, up the hills.

There are beautiful houses on the banks of the Rhine, and on



An old castle on the Rhine

the tops of the hills we see many old castles, each of which has a story to tell.

At a bend in the river, we see a tower on a tiny island. The German children tell us it is the



The Mouse Tower

Mouse Tower. It was there, they say, that thousands of rats once swam the river and ate up the wicked Bishop Hatto. The bishop had great stores of grain. His people were starving and he pretended to pity them. He told them they could have food if they would come to his barn, but when he got them inside he set fire to the barn, and they were burned up. And then came the rats.

At another turn of the river the children show us the Lorelei Rock. The Lorelei was a beautiful maiden who sang so sweetly

that the boatmen upon the river forgot to manage their boats. Many boats, they tell us, were therefore dashed to pieces against the high cliff where she sat.

At still another place we see a high rock over a cave where, as the story goes, a fierce dragon once lived. This dragon was finally conquered by Siegfried, a brave German youth. When the dragon was killed, his blood soaked into the ground, and the wine made from the grapes that grow there is called "Dragon's Blood."

We stop here and there at the towns on the banks of the river, and we stay for an hour or so at Cologne, a big German city. A little later we are out of the hills, steaming along through a broad, low plain covered with green.

We have now come into Holland, the home of the Dutch, and one of the most interesting of all the countries on earth.

3. How Rivers Build Up the Lowlands

Holland is a good place to learn how rivers bring down the earth from the highlands and build up the lowlands. We can see this by looking at the soil on the banks of the river and at the freshly plowed fields which cover the plains through which it is flowing. There is not a stone anywhere. The soil is fine dirt or sand. It has been brought down from the Alps.

When we look at a stream after a big rain, we find that the water is muddy. It is mixed with the earth that has been washed from the soil through



" We stay for an hour at Cologne "

which the stream flows. If we should take up some of this water and let it stand for a while in a bucket or glass, the mud would sink to the bottom. It will also sink to the bottom of a stream when the water flows slowly.

This is what has happened in Holland, along the river Rhine. We remember how fast this stream flowed down the mountains. We saw the water tearing the soil from the banks, and that more and more soil was brought to the river by every stream that flowed into it. The Rhine flowed so fast that it carried this soil with it. It continues to carry the soil all along its course through the highlands of Germany.

It is only when the river reaches this smooth plain of Holland and flows slowly that much of the soil begins to drop to the bottom. Only a little is dropped at a time, but this dropping has gone on for many thousands of years. At times the soil has risen so high in the bed of the river that its waters have flowed far and wide over the banks, and have laid coating after coating of mud upon the lowlands until they have built up this firm land of Holland, as it now lies before us.

This carrying down of the soil to the lowlands is the great work of rivers and streams. It is going on all the time, and all over the earth. Most of the plains have been made by rivers and streams.

CHAPTER XIV

1. On the Plain of Holland

HOLLAND is divided into green fields with canals running through them, this way and that. There are little boats on the canals,

are milking the cows out in the fields. The milkman sits on a stool with a bucket between his feet. He leans his head against the side of the cow. See, there is a man who has tied the cow's



“Holland is divided into green fields with canals running through them”

and we can see their red sails moving, as it seems, through the green grass.

The canals sometimes serve as fences. The gates are little bridges which can be raised to shut in the cattle, or dropped when the cattle are to be driven home to the stables.

We see black and white cows grazing everywhere. Many of them wear blankets to keep off the flies. Here and there men

hind legs together to keep her from kicking. Holland is a great dairy country. Its cattle are so fine that many are shipped to other parts of the world. The grass grows well on the lowlands, and the cows have plenty to eat.

We pass odd-looking farm-houses of brick, with steep roofs of red tiles, or of straw thatch turned gray by the weather. We see windmills in all parts of

the country. Each mill is a little tower with long wooden arms near the top, like the spokes of a great wheel. The arms carry sails and are turned by the wind in such a way that they move the machinery inside the towers. Some of the windmills pump the water from the



A windmill

fields into the canals, and the canals carry it out to the ocean. Some windmills grind wheat or do other kinds of work. Nearly every farm in the country has its windmill.

The banks have been built up on both sides of the river to keep it from flowing over the land. There are banks also around many of the fields, and

strong walls of earth have been built along the seashore to prevent the ocean from rushing over the land and drowning the people.

Such banks, or dikes, are to be seen in the greater part of Holland. Much of the land is below the sea level, and the roofs of some of the houses are lower than the keels of the ships that are sailing on the ocean near by. Other parts of the country are even with the ocean, and some places are a little above it. The land is a low plain, and in the whole country there are very few hills to be seen.

2. A Trip on a Canal Boat

We have left our Rhine steamer, and are on a small boat going from town to town through the canals. Our boat has red sails, and part of the time it is moved by the winds. When the wind fails, the men get out on the banks and pull it along. They have three big dogs to help them. Men and dogs pull on a long rope, dragging the boat through the water. Holland is a country where the dogs have to work for their



"We see dogs drawing carts"

living. We see them on the roads, drawing carts filled with milk or vegetables. In one place we pass a dog team carrying two children to school.

How the wind blows! It is almost always breezy in Holland. The land is so near the sea that the wind from the ocean sweeps over it. This wind moves the boats through the canals, and keeps the great sail-like arms of the windmills turning around.

At times our boat passes through canals bordered with flowers. There are fields of red, yellow, pink, and white roses, and large beds of tulips and hyacinths that load the air with sweet odors.

The Dutch are fond of flowers. They send many rose bushes, and

also the bulbs of tulips and other flowers to foreign countries for sale.

We see some long-legged birds standing on the tops of the houses. They have their nests on the roofs, and also on little platforms, high up on poles, in the fields. We watch them wading about in the ditches, poking their long bills into the mud. They are after the frogs and other small creatures that live in wet places.

Those birds are storks. They are the best friends of the



"Those birds are storks"

Dutch; for they eat the worms and crabs that make holes in



"They fly to the Torrid Zone when the cold weather comes"

the dikes or banks that keep back the water. The storks stay in Holland only in summer. They fly to the Torrid Zone near the Equator when the cold weather comes.

3. Jan and Mina

There are three Dutch children with us on the canal boat. They belong to the captain, who has his home here. The mother cooks the meals in the little kitchen, and the family eat and sleep on the boat. The children play about upon deck, and sometimes, when the boat is not moving, they go on land and play on the bank of the canal. They are Jan (yahn), a sturdy boy of nine years, and Mina (mee'na), his sister, who is a year or so younger. And then there is bright-eyed little Roza, who is too small to run about much by herself.

Jan has on a black cap and a

black suit. His short, tight jacket is buttoned up in front, and his big black woolen trousers look as if they had been made for his father and cut down for him. Mina has on a white lace cap, with horns of gold wire on each side of her forehead. She wears a wide metal band under the cap. This is a thin shell of brass which half covers the hair. We can see the bright metal, shining out through the white lace. Mina wears a black waist. It has short, tight sleeves that leave her arms bare. She has on several very full skirts which fall to her ankles.

Most of the children wear wooden shoes. These shoes seem rough and clumsy to us; but Jan tells us they are just the thing for the lowlands, where the water soaks through the ground and makes leather shoes wet.



Jan, Mina, and little Roza

The children ask us to race with them. It is leather shoes against wooden shoes; and,



Wooden shoes

strain as we may, the wooden shoes are not far behind. They want us to try their shoes. We

find that they are lighter than ours, and are not at all bad. Jan can jump well in his wooden shoes. He can even climb trees with them on.

Before entering a house these people leave their shoes outside the door. We go to a school in a small village, and find a pile of wooden shoes near the door-steps leading into the school-



"The shoes are cut out of wood"

house. Is this not a queer country where the shoes are cut out of wood and whittled to shape?

The Dutch are always washing and scrubbing and dusting. They give their boats a coat of fresh paint every year. The floors of their homes are scrubbed until you can almost see yourselves in them. Every morning the doorsteps are washed and the streets swept.

Out in the country the houses are of one or two stories, and a farmer will often use a part of his house for the stable. He will keep the hay in the garret, and the cows may have their stalls in a room next to the kitchen.

The stables are kept clean, and some of them may have windows with lace curtains in them. The walls of the stalls are often painted black, as high as the backs of the cows, and snow white above that.

In some Dutch houses we find that a single room serves for the parlor, dining room, and bedroom. When we go in we see no sign of a bed. There are little doors around the walls, which open into closets where the beds are. We open the closet door to get into bed. Next morning after the bed is made up, the closet is closed and the room again looks like a parlor.

Dutch food is good. The people have the best of butter and cheese, and they send a great deal of cheese to our country for sale. They have good beef and mutton. They raise excellent fruit and all kinds of vegetables. They are famous also for their cakes and their candies.

4. Games of the Dutch Children

The Dutch are fond of sports, and they have all sorts of games both for summer and for winter.



Dutch children playing

In the winter the canals and rivers are covered with ice, and every one goes about on sleds or skates. Some of the sleds are hauled by horses or dogs, and some are pulled by men, women, and children. On some sleds, too, the people push themselves along over the ice by means of short sticks, shod with steel points. Other sleds, or ice boats, have sails, and the wind sends them whizzing along.

Boys and girls go to school on their skates. The schools in Holland are much like our schools at home, but the language is different and the books seem strange.

Many of the winter games are played upon skates. At that time the people put up tents on the ice, and have stores inside

them where they sell hot soup and milk and waffles covered with sugar. The girls now take their dolls out for an airing, and pull them about on doll sleds. The boys push themselves over the ice on their wooden shoes by means of poles that end in steel points. They run races and play tag on their skates. Two children will often skate together, holding a long pole between them.

Jan and Mina think that winter is the best time of the year. They tell us they like it because it is then that St.



Jan and Mina go skating

Nicholas comes. St. Nicholas does for the Dutch children what Santa Claus does for us, and he comes twenty days earlier. It is on the night of the fifth of

presents for the good children ; and the other contains whipping rods for the bad ones.

Dutch children do not hang up their stockings, but they



In a Dutch village

December that this jolly old man is supposed to ride on his white horse over the roof of every Dutch house. He has a long beard like Santa Claus, and is dressed in a red gown trimmed with white fur.

St. Nicholas has a black servant who carries two bags on his back. One of the bags has

place their wooden shoes near the chimney. As they do so, they sing a song in which they ask St. Nicholas to put something nice into their shoes.

On St. Nicholas Day every family in Holland has a fine dinner, and at that time presents are given. The presents are hidden in different places, and

it often takes a long while for a child to find out just what his present is. A tiny gift may be put in a big nest of boxes. It may be baked in a loaf of bread, or it may be wrapped up in a big ball of paper. The longer it takes to find the present the more fun it is.

And then the children like the Eiertikken (i'er-tik-ken) and the Kermis. These are two other holiday seasons, during which they have a fine time. Eiertikken comes on Easter Day. The word Eier means egg. For several days before Easter the children go from house to house begging eggs. Each child carries a wreath of green leaves on a stick and sings a song as he goes. When they have eggs enough, they boil them hard and stain them red or brown. On Easter

Day they roll the eggs against one another or crack them together. The egg that breaks belongs to the child whose egg remains whole.

The Kermis is later in the year. This festival lasts a whole week, and there is nothing but fun all the time. During the Kermis every town has music and dancing. It has games and peep-shows, and merry-go-rounds. There are stores on the streets to sell dolls and toys, and many peddlers of cakes, candies, and poffertjes (poffertjess).

And what are poffertjes? They are tiny fritters made of buckwheat flour, covered with butter and sugar and served piping hot. The children watch the poffertjes cooking, and buy them hot from the stoves.



Dutch children

5. A Great Seaport

We shall end our travels in Holland in the great seaport of Rotterdam. A seaport is a city or town on or near the coast, where the ships can safely come to the land to take on passengers and goods.

Sometimes seaports are not right on the ocean. They may



In the harbor of Rotterdam

be on rivers that are so wide and deep that vessels can travel upon them far into the land. This is the case with many of the chief seaports of the world. The city of New York, our greatest seaport, is at the mouth of the Hudson River, and London, the chief seaport of England, is on the Thames (temz), about fifty

miles from the sea. Rotterdam is on one of the mouths of the river Rhine, not far from the ocean.

We find many ships in the harbor at Rotterdam. They lie at anchor in the deep waters of the river close to the wharves. We see their masts rising like trees above the roofs of the houses. Some of the vessels are loading, and some are putting off goods. Travelers from far-away countries are landing, and other travelers are going aboard the ships that are ready to sail.

Several of the vessels now here are bound for America, and one of the biggest will leave this afternoon for New York. It will take only a little more than a week to cross the Atlantic Ocean, and we decide to take passage.

We spend a few hours before sailing in visiting the shops, where we buy presents to take home to our friends. We also go to the post office and mail picture postcards to Taro and Haruko-San in Japan, and to Ah-Chee and Yee-Tsoo in China, and to Benito and Carmen in the Philippine Islands. We post some also to Limweche and

Isa, and Hassan and Hada in Africa.

There are ships going out from here to nearly all parts of the world. They carry mail as well as people and goods. Therefore, we know that our post-cards will finally reach the friends we have met in the far-away lands. Let us look at the globe and mark out the nearest way by water to the home of each of our little friends.

We mail picture cards also to Hansel and Gretel. They will be carried on the railways across country to Switzerland. We send other cards to Jan and

Mina and Roza. We should like to send picture cards to Ikwa and Too-kee, and to Bald Eagle, Little Wolf, and Humming Bird; but they are not near any post office, so we must wait till we can send them by some traveler who is going their way.

6. An Ocean Steamer

The steamer in which we cross the Atlantic Ocean is like a great floating house. It has floor above floor, and these are called decks. Each floor has many rooms, and some of these are the cabins of the passengers. Each person may have his own



An ocean steamer

cabin, a little room with a bed at the side; or two or three of us may sleep in one cabin in which the beds are like shelves, one above the other. Each cabin has its own window, a round hole covered with thick glass, looking out on the sea.

At night our light comes from electric lamps. Such lamps are to be seen on all parts of the ship. The electricity is made by engines in the lower part of the ship.

Our meals are served three times a day in the big dining

room, and we have soup and crackers, and cakes and tea between meals upon deck. The food is as good as we have at home.

During most of the voyage there is only the wide blue ocean in sight. The water extends on and on to the horizon, or the place where the sky and earth seem to meet. Now and then we see the smoke of another steamer trailing along, and on some days pass great ships, going so near them that we can wave our handkerchiefs to the passengers.



A dining room on a large ocean steamer

The ocean seems to change every day. Now it is smooth. At other times there are waves with white caps racing like horses over the blue water. Again there are clouds in the sky, and the water looks black and forbidding. A storm comes up and the great steamer rolls. The mighty waves dash over its prow, sending showers of salty spray high into the air. We are a little afraid at first, but our captain tells us that there is no danger. So we stand in our raincoats on the deck, holding tight to the rail and enjoying the sight.

The time passes all too quickly, and our voyage is soon at an end. Early one morning we catch sight of land. We stop to take an American pilot on board, and a little later we are moving through the smooth waters of New York Bay. We pass the huge Statue of Liberty,



The Statue of Liberty

and soon find ourselves at the wharves.

Our parents and friends have already received wireless telegrams from us, sent from the ship. They are at the dock to meet us, and with them we ride on the cars to our homes.

CHAPTER XV

What Geography Is

OUR long travels are now at an end. What a wonderful trip we have had! We started at our homes and have gone here and there over the big round earth. We have seen something of the great bodies of water and land, and have observed that almost everywhere there are mountains and valleys and plains. We have learned that some parts of the land are dry; and that other parts are almost always wet. We have learned also that some parts are almost always cold and that other parts are hot, while still other parts are mild and temperate.

We have also discovered that there are many different peoples upon the earth, and that each has its own way of living, according to its place upon the globe.

We have seen that each part of the earth has its own plants and animals, and that each part raises some things that are wanted by the people of the other parts. We have found that the different peoples produce certain things that they sell to us, and that they are glad to buy certain things that we raise or make in exchange. In this way the whole world and the living things upon it affect us and our homes. In this way all the other people on the earth are working for us and we are working for them.

Now, the story of the earth and of the many living things on it, as they affect us, is Geography. We shall learn a great deal more of Geography as we grow older, and shall keep on learning about it as long as we live.

THE END

SUGGESTIONS TO TEACHERS

The following suggestions to teachers are divided for convenience into two groups: first, the general suggestions applicable to all parts of the book; and second, the special suggestions which apply to particular chapters.

GENERAL SUGGESTIONS

The Globe. — The globe should be used with every lesson. The name of each type should be fastened to the place where its home is. The Poles, and Equator, and Zones should be associated with the globe. Later on the Continents and Oceans and the routes of travel may be outlined and followed.

Illustrative Objects. — Have the children bring pictures, photographs, and all possible objects to illustrate the lessons. Furs for the cold lands; rubber and coconuts for the hot lands; dates for the desert; rice for the wet lands; tea and silk for Japan and China; and rope for the Philippine Islands. Any grocery store will furnish many objects mentioned in the book. A class museum might be made of such objects.

Blackboard and Sand Table. — Have the children draw pictures of objects and animals connected with each type. Have them model chief features on the sand table. Use clay to make figures

of children, animals, and houses. Dolls may be dressed to show the clothes.

Excursions, Games, and Story Telling. — Make the children do the work. Ask a reason for everything as to food, clothing, and shelter. Teach them to use geographic terms, and to think along geographic lines.

Make excursions to country near by and compare land and water forms with those mentioned in the book. Have the children take imaginary tours about the globe from type to type, naming continents and oceans over which they go and telling about the zones and climates.

Have them impersonate the children of other lands and tell stories as to their life, bringing in houses, food, and clothing. Contrast and compare life and customs of each type with those of preceding types, and with their own way of living.

Have the children play the games described, and use everything possible to excite their imagination and interest.

SPECIAL SUGGESTIONS

Chapter I. — Globe Study: The World as a Ball. Continents and Oceans. Show North America and the United States. — Bring to class pictures of homes — country, village, and city.

Chapter II. — Globe Study: Eskimo-land and the North Pole. Point out the home of Ikwa and Too-kee (Northern Canada; there are Eskimos also in Alaska and in Greenland). — Contrast our homes with that of the Eskimo children. Have dolls dressed to represent the children. Build igloo, using sand or flour to represent snow. Dogs and sleds may be cut out of paper. Let children impersonate Ikwa and Too-kee, and describe their life in the cold lands.

Chapter III. — Globe Study: The Poles and the Equator.

Chapter IV. — Globe Study: Point out home of Limweeche and Isa. Emphasize fact that hot belt is continuous around the world. — Have children bring pictures of equatorial animals and plants to class. Contrast home life of cold and hot lands. Make models of huts. Impersonate Limweeche and Isa and describe their life. Question children as to what race types they have seen. Have them bring tropical products to class. Emphasize trade relations.

Chapter V. — Globe Study: Have children point out the zones and show they are continuous around the globe. Show Africa, Asia, and the United States.

Chapter VI. — Globe Study: Show islands of Japan and explain island. — Have dolls dressed to show Japanese. Make houses of paper. Illustrate chopsticks with pencils. Bring tea, silk, and rice to illustrate the trade relations. Let the children impersonate Taro and Haruko-San and describe their lives.

Chapter VII. — Take neighborhood excursions to show hill, plain, mountain, and valley. Bring Chinese pictures to class. Have children impersonate Ah-Chee and Yee-Tsoo.

Chapter VIII. — Locate Philippine Islands with respect to North America and Asia. — Make models of houses. Bring rope and show our trade relations. By means of an orange and lamp show how day and night come. Story telling, picturing the homes of Benito and Carmen.

Chapter IX. — Globe Study: The Pacific Ocean. What oceans wash our continent? Show route across the Pacific. Atlantic Ocean and the route of Columbus. The old world and the new world.

Chapter X. — Bring out characteristics of the Red Race. Have children make tents and dress dolls to represent Indian children. Have boys impersonate Bald Eagle, and girls, Humming Bird, and describe their homes. Model pueblo dwellings.

Chapter XI. — Globe Study: Show North America and Africa, and the Sahara. — Bring plants and soil to class to illustrate the desert. Bring pictures of ostriches, lions, and camels. Let children make tents and sketch palm trees. Bring dates and other desert products to class to illustrate trade relations and interdepend-

ence. Stories representing Hassan and Hada.

Chapter XII. — Globe Study: Europe. Locate the Alps and Switzerland. — Make neighborhood excursions to teach hills and mountains. Models of Swiss homes — Stories impersonating Hansel and Gretel.

Chapter XIII. — Globe Study: Point out the Rhine. — Neighborhood excursions to illustrate river.

Chapter XIV. — Globe Study: Holland. Our trip across the Atlantic. Pictures of Dutch life and Dutch children. Have children sketch and model Dutch houses, windmills, etc.



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